

SOCIAL EDUCATION

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Editor's Page

SOCIAL EDUCATION FOR VETERANS

TWO articles in this issue are concerned with social education in relation to the needs of veterans. That subject was also discussed in one of the section meetings at the Cleveland convention of the National Council.¹ Some of the data there considered, and some of the points advanced in discussion, should be of interest to all readers of *Social Education*. Excerpts are presented from the survey of background data and issues circulated by the chairman; from a summary of statements from men in service compiled by Robert LaFollette; from a letter sent by Marshall Beard, who was prevented from attending; and from the secretary's summary of the discussion. EDITOR

1. BACKGROUNDS AND ISSUES

ROBERT H. REID

MOST veterans will never return to the elementary or secondary schools or be directly touched by the school program at these levels. The few veterans who do come back to the schools will require special treatment: special advisement, and perhaps special classes if these can be provided. They will be mature beyond their age. They are more likely to be interested in practical and vocational than in general education. Many will be restless and not at ease in school.

How many should we expect? We can only guess, though we do have figures on the educa-

tional achievement or level of those in service. *Fortune* reported last October figures that are representative of several published statements:

26% never attended high school
29% attended but did not complete high school
32% graduated from high school but did not enter college
13% attended college.

There are, then, some 55 per cent of the Armed Forces personnel who do not have high school diplomas. Of these some have enrolled in Armed Forces correspondence courses. A recent bulletin of the American Council on Education reports that of the 34,000 who had enrolled in U. S. Armed Forces Institute courses, 28,000 were below the college level. (Incidentally, over 2,000 were enrolled in social studies courses.) The number of veterans who ought to be interested in further secondary education is obviously large. To meet their needs the U. S. Office of Education has suggested that consolidated schools, for groups of communities, be established, with dormitories. General Hines believes that short courses will be desired by veterans.

Returning veterans will be out of touch, to varying degrees, with life and thought in the United States, though many, of course, will have remained in this country, and though those overseas will have seen movies and had access to special editions of newspapers and magazines. Schools and colleges can provide some reorientation for those who return to them. The rest—clearly the majority—must be helped by newspapers, magazines, the movies, the radio, community counseling—through a variety of agencies—, and other adult education enterprises. School facilities—gymnasiums, shops, meeting places—are, of course, among the community resources that can be drawn upon if needed and made available.

A PROGRAM for reorientation and "social reorientation" of veterans has, as we know, already been started. Articles have appeared in

¹ The panel members were Robert H. Reid, Great Neck (N.Y.) Public Schools, chairman; Edwin M. Barton, Elizabeth (N.J.) Public Schools; Marshall R. Beard, Cedar Falls (Ia.) State Teachers College (represented by a paper); Philo C. Dunsmore, Toledo Public Schools; Robert LaFollette, Ball State Teachers College, Muncie; Myrtle Roberts, Dallas Public Schools; Wayne G. Smith, Cleveland Public Schools; Norman Woelfel, The Ohio State University; and Emily R. Gibson, University of Akron, secretary.

Yank and other service publications, as well as in civilian newspapers and magazines and many educational publications. The Armed Forces have organized and are expanding the activities of Separation Centers. The Veterans' Administration Rehabilitation Program and the "GI Act," the activities of Draft Boards in restoring veterans to employment, and the programs of governmental and private agencies will do much to reduce tensions and make readjustment quicker, easier, and more satisfactory. But these must be followed up into an indefinitely long future. It is in that future that many community agencies, including the schools, can help, whether directly or indirectly.

All pupils and students—and perhaps, through them, their families—can well become informed about attitudes toward and relationships with the wounded and crippled; about programs for veterans, about their employment status, in civil service and elsewhere; about the characteristic problems of readjustment and reorientation. Only as veterans, veterans' organizations, and the rest of the public become aware of problems, and attempt to solve them in terms of the interests of our society, can satisfactory solutions be found. Here lies the challenge to social education.

G. I. JOE SPEAKS

ROBERT LAFOLLETTE

SEVERAL men in the Army and Navy replied to an informal inquiry about their views on postwar education. Writes one Army officer from overseas:

My personal needs and problems at present are few but indeed huge and pressing. They may be summed up in getting this war over, getting back as soon as possible to finish my education, and then settle down with my wife and family. How much longer will it be until I get back to college? Drafted into the Army in the middle of my college career before the days of reserve and A.S.T. programs, I have been away from College now about two and one half years. Will going back to school take the same, a higher, or a lower priority than the job waiting for a discharged veteran?

My own personal problem is of deep concern to me. I have a wife to support and soon will also have a child. Above the compensation the government allows me to finish my education I will need some sort of employment while attending school to support my family. Then after spending a year or two in finishing my education, will there be a position awaiting me upon graduation?

Summing up his situation, this artillery lieutenant feels the urgency of his own personal problem, and adds, "I will need some advice to clear

it up." His statement of his case is as personal and as individual as G. I. Joe turning civilian will prove to be. The education of the returning veteran, from the near-illiterate to the college sophomore, will be highly individual, and stereotyping and assembly line methods will not do. The veteran simply will not tolerate them.

G. I. Joe is a myth of the writing fraternity. Forced to submerge his individuality by military necessity, the serviceman thinks of himself privately as an individual who expects to become an independent and self-reliant civilian. Inside himself the serviceman has always been a civilian with a yearning to return to that status as soon as the war would permit. Nevertheless, the uniformities of military service, without absolute stereotyping, have conditioned and changed him as a person, especially if he has been in tight spots and has experienced grim business.

Many servicemen have tasted responsibility and like it. Some have known respect, honor, and a sense of achievement as a company commander, as a leader of a squadron of fortresses. They have been ranked as captain, major, or colonel although still in their twenties. Restless, venturesome, ambitious, and anxious to succeed, they may ask, "What are you waiting for" and insist, "Let's get going."

EDUCATORS and educational institutions must sense the urgency of getting ready to make education's contribution toward the satisfaction of veteran wants and needs. A knowledge of soldier-sailor thinking is a primary factor in the planning. This thinking may well give caste to the veteran's expectations and demands for his children tomorrow as for his own education now. Military service has tested the total serviceman—his personality, character, mentality, and skills. Competition for proficiency, rankings, and increased pay, was severe. Situation and performance tests reflected capacity or incapacity to do, not the glib recital of ways the problem might be solved. When inadequacies glared out at him, G. I. Joe took stock of himself and how he got that way. Home and school were inventoried, assessed, and judged. What is his verdict?

We will need all the foresight and planning our educators can muster for the tremendous educational problems we will encounter following this conflict [commented another]. The understanding handling of these problems will advance education a hundred years. Colleges will be literally handed the chance to remold the lives of thousands of boys who have had no boyhood, and I'm praying that my college, and all the other colleges, will be human enough, and foresighted enough, to meet this

challenge with the courage and enthusiasm that is so deeply an American way.

Replying to the question, "In what ways have your military experiences made you wish your college education had been different?" some servicemen took up the cudgels for liberal education and others would modify the liberal arts program in light of military experience:

I am very glad my education was in liberal arts. I wish I could have more courses in sociology and philosophy. I wish I knew more about people, what makes them act as they do in groups and individually—what sort of antidote or surgery could be given to peoples so they could settle their magnified everyday problems in a method very short of war. Perhaps it's just a personal lazy rationalization, but I feel that liberal arts colleges and their students should dismiss those things that clutter up their perspective and turn their efforts toward being a citizen and leader in a better world for all—leaving technicalities to the many who enjoy them. . . . A person graduating from a teachers college should have been exposed to fields so that he is a more efficient and interesting member of any group.

Two lieutenants, one a first lieutenant in the Army and the other a lieutenant, junior grade, in the Navy together say:

College men have had not nearly enough work with their hands. The average soldier finds himself awkward and self-conscious for months when he faces the simplest duties, requiring the use of his hands. Industrial arts must be lifted to the level of Greek or English prose. Please do not misunderstand—we need thinkers, scholars, and planners, but we also need capable men to run our industrial machinery and make our motors run. Down here we have proof of this in our attempt to keep our boat motors running. A pair of dirty hands does not mean a dull brain any more than a pair of clean hands indicates the opposite. To get better and happier men I believe Industrial Arts must cease being the "Dumbbell Class," a symbol of failure to get along in "brain subjects."

A corporal joins in: "The college can help to fill the serviceman's greatest need—helping him to adapt to a happy home environment—by teaching practical, to-the-point courses, which will aid him in turn, in being a more useful, decent citizen capable of earning a respectable livelihood." A staff sergeant unites the two points of view in: "I have felt a need for a broader rather than a more specialized educational background. The college would do well in the postwar world, I believe, to evolve an on-the-job-training program for graduates."

NO PHASE of the educational process comes in for more comment than the methods of teaching and learning. Comparisons of methods used in civilian classes with those expe-

rienced in military instruction often are made to the disparity of civilian teaching.

An Army major with several years of civilian experience in Scouting avers:

The Army methods of education "have something" that formal education in our schools and colleges missed. We who have been interested in education looked upon our first experience in Army education with amazement—there was a strange (to us) combination of theory, the Scout "learning by doing" and stubborn "will that the officer shall teach and the man learn" and it worked.

Another whose military assignment was in instruction explains:

One reason we were able to absorb Army-Navy shotgun courses was the use of teaching aids. We were told how, shown how, and then did it ourselves. Mock-ups, charts, slides, movies, cutaways, and models were used. Many were made by the school and were relatively inexpensive.

A deep concern is expressed by a captain with abundant opportunities for observation:

The average man has no conception of democracy and his responsibility as an individual under such a system. Men have no conception of the Constitution. For example, a surprising number of men believed that should Dewey be elected, Roosevelt would continue his position as Commander in Chief until the war is over. . . . We need to instill in our students the idea that this government belongs to them and it is organized to work for them. So many men in the Armed Forces have no desire to vote because they aren't interested or think some one else will take care of the government for them.

A naval officer says:

During the war these subjects (mathematics and engineering) cannot be stressed too much, but at the earliest opportunity, the stress should revert to training men and women for our peacetime needs. May the teaching profession be able to secure the highest caliber of individuals to enter the profession that has such a grave responsibility in training our youth, for in my opinion in education lies one of the greatest responsibilities of developing a citizenry that understands the problems of society and will work to eliminate the many evils causing our present world turmoil.

There is more emphasis on personality development than any other need revealed by military experiences, whether of enlisted men or officers. Illustrative are statements that: "My greatest individual need is probably a more aggressive personality," or "my military experience has made me realize the need for the ability to accept responsibility more than anything," or "I wish I had been trained in what could be called diplomacy. I should have learned more about human relations," or "Getting along with others is of prime importance." Speculates an ensign, "One cannot be taught tact and finesse, but he can be aided materially by being exposed to it."

Surely great adeptness and deftness will have to be possessed by teachers, "for servicemen will reach home with no ends to their hatreds, prejudices, fears, anxieties, and expectations. They will want to jab into the race and class problems with the same gusto with which they flourished their bayonets on the battlefield, and the result will be fatal." This does not run counter to the insistence of this same corporal that "most important, of course, is that the subject matter be made as practical as possible."

The note of "practicality" is struck again and again: "It is my idea that in the educational field there should be real effort made to give the teacher not only practice teaching but practical experience. Business education teachers should know offices; chemistry teachers, laboratories; meteorologists, weather stations." Concludes a major, "Postwar education for Vets must be quick, it *must be practical*. Vets will recall realism, have no patience with filler, pettifoggery, or theory in courses listed as practical or refresher training for jobs (except as may be of a theoretical nature)."

Concludes a post orientation officer:

In summing up my experience with thousands of men, I would say that schools in the future should do the following things:

- a. Demand that all schools teach government, leadership, personality development and psychology from a practical individual participation standpoint.
- b. Abolish *one team* inter-college athletics (remember I'm a former coach saying this) and demand mass participation in not only athletics but recreation as well.
- c. Place *much more* emphasis on leadership and ability to understand people than on mere scholastic grades obtained through long hours of study that retarded rather than helped the development of personality.

If teachers graduating from colleges can't lead or understand people and their problems, then we must eventually expect democracy and Americans as we know them to disintegrate. Whether this war is won or lost will be decided in thousands of classrooms packed with future citizens of tomorrow's world.

A COLLEGE ADMINISTRATOR SPEAKS

MARSHALL R. BEARD

MANY colleges are being simply foolish in doubling and trebling capacity for returning veterans. Only a small per cent will return to or enter college. This per cent will be increased if mass unemployment occurs, but will not thereby bring an easier problem.

It has been my privilege to watch relations be-

tween the veterans, the Veterans Administration, and the college here. As a professional school dealing solely with the preparation of teachers, we (at Cedar Falls) have had to consider the admission of some returning men with great care because at a later date we must be able to certify them to state departments as having the proper qualifications for entering the classroom. This difficulty will not exist in a liberal arts college, at least not in the same way. The first men back have not all been run-of-the-mill veterans and it is probable the initial problems have been greater than those which will be experienced in the future. It seems apparent that there will be a sizeable per cent of the men who will need social orientation and the courses in the social studies must help them.

We have taken the point here that the veteran must not be segregated but must be mixed into the regular student body with the least possible notice taken in class or social situation. The veteran must quickly become a part of regular civilian society and this cannot be done if he remains separate by being segregated. Our way is harder, but we believe that it is essential. Schools giving too much special attention to the veteran are simply asking for trouble. Our experience so far is that the real battle casualties are making the best adjustment, but they do not want publicity.

On the high school level where the age difference between regular and veteran students is of more significance, it may be an absolute necessity that separate classes be set up, but how can this be done in the small communities where one class in history may not only be the only section but may serve both junior and senior classes, since it is offered in alternate years? The suggestion of the Office of Education for consolidated schools has real merit for a state like Iowa.

. . . What of greatly expanded adult education programs? Such programs may have their greatest pull through vocational courses, but should not the social studies play a strong part through the organization of discussion groups or just bull sessions? Can not the social studies teachers assume the responsibility for organizing these groups and enlisting some leading citizens to aid in making these groups really effective. By leading citizens I mean not only the bankers and lawyers, but men from all areas, intelligent labor leaders, socially conscious divines, to mention only two. To my way of thinking the public schools even in smaller communities must open their doors not six hours a

day, but fourteen if necessary, and increase their staffs. They *must* meet the problems.

The man being discharged has only one thought: he is being discharged. A negligible per cent of those being discharged now are taking advantage of the vocational counselling provided by the Veterans Administration under the GI Bill. It is of course voluntary. Those who "want out," "want out" in a hurry. Those who don't "want out" are depressed at being "let out." They are in no mood to be reoriented. The schools and the community will have to do the real job.

Another angle is that the boys who went into service directly from high school were never oriented into a society where they were on their own and earning a living. This is not reorientation, it is a fresh job and one for which we have few precedents. I do not even know where to start on this problem.

The more we talk about the veterans and their problems as a separate problem, the more we make it such. One thing we can do in social studies classes, particularly before the veterans return in numbers. We can condition the younger generation to accept the returning veteran, particularly the disabled ones, without staring at them. We can help the home folks to understand that many will not want to talk of battle conditions, but will want to forget them as soon as possible. A veteran out of uniform loses glamour very quickly, and he should never be allowed to become an object of curiosity. A disabled veteran like a blind person is proudest when no one notices his disability and he is made to feel an absolute equal to those who have all their faculties.

I have taken every opportunity to talk to returning servicemen who have spent time in India, Palestine, and Australia particularly. Should the United States take a hand in the Indian question? A general conclusion based on a relatively small number of cases brings me to this observation: The men with the best background in history and economics before entering service and who have spent any time in India feel they know little more than before

going there for they saw too little and in too isolated sections to pass judgment, but they are not for meddling. The men with the least background in history and economics before entering service have formed the strongest opinions and would be inclined to have us take some strong action, but they do not want to go back there themselves for any reason. The same is true for Australia but in a less marked manner, and of course no particular action is called for except in trade relations.

This brings me to the point. Can the social studies teacher effectively meet the opinions formed by partly educated men about world affairs? Remember "they have been there" and that covers a multitude of sins.

Finally, there is always with us the problem of pressure groups dictating the contents of social studies courses. We are at a turning point in which we can prepare for the job ahead in a thorough, thoughtful manner, or we can wait and be told by whichever group clamors the loudest.

GENERAL DISCUSSION

SEVERAL of the points made in these three presentations were also stated or elaborated by other members of the panel and by others who were present.

The point was made that traditional offerings and standards of schools and colleges may need to be modified to meet special needs; on the other hand one officer in the group suggested that some new needs should be met by junior colleges, trade schools, and post-secondary institutes rather than by more traditional institutions.

There was some criticism of the inadequacy of the operation of the Veterans Administration in its early stages, while well-selected and well-trained personnel have been difficult to obtain. There appeared to be agreement, however, that the complexity, the magnitude, and the urgency of recognized needs must be met by planning in advance, by coordinating programs—federal, state, and local, governmental and private—and by reaching individuals on as personal a basis as possible.

What We Face in Family Living

Lloyd Allen Cook

IN GENERAL, we know what war does to the family. We know that *family living is war's first and greatest casualty*. A national conference declared soon after Pearl Harbor:

War takes for its armies millions of men from the normal pattern of family living. It throws millions of women into unaccustomed tasks outside the home. It shatters schemes of community life and disrupts the relations of parents to children. It creates homeless refugees and ruined persons. It encourages prostitution and spreads venereal disease. Everywhere it weakens the morality on which the family is founded. It leaves a heritage of damaged family solidarity, mounting divorce and increased delinquency.¹

These words have taken on tragic meanings. The aged, seeking security above all, see their habit patterns broken, their anchors swept away. Parents, with a son or daughter in uniform, can know few moments free of worry. Young men on distant fighting fronts, in training camps or college courses, live a life that defies brief analysis—a life of extreme hardship, intense in-group loyalty, last fling pleasures, feats of skill and courage. Stay-at-home wives have their ways of living immeasurably altered and newlyweds find home making well nigh impossible. Older youth, knowing time is short, drift about, unable to plan a future. Teen ages take war jobs at fabulous wages, spend without a thought, and revel in a new freedom. Small children are less upset by wartime fears than at first suspected but they, like our bumper crop of babies, do not always escape parental neglect and mismanagement.

SOME BASIC TRENDS

BENEATH these surface data there are trends of change in family life that will be of concern to all of us for many years to come:

This paper was presented at a joint session of the National Council for the Social Studies and the American Home Economics Association at Cleveland on November 24. The author is professor of sociology at The Ohio State University.

1. In World War I, we mobilized 4 million men, sent half of them abroad, had 50,510 killed and 182,674 wounded. Before the present war is over, we shall have at least 12 million men in uniform for a longer period of time and with far heavier casualties. Male death rates will imbalance sex ratios, with many women destined to remain unmarried.

2. Drinking, gambling, and illicit sex relations have increased. Rates are higher for men in uniform than in civilians, with venereal disease spreading in spite of increased efforts at control. All of this impairs physical health and emotional stability, unfitting many persons for normal family life.

3. In 1942, there were 1,758,000 marriages, a rate of 13.1 per 1000 persons, the highest rate in our history. This rate is decreasing but, like the divorce rate, should rise sharply after the war. In 1943, our crop of babies, 3,100,000, reached its alltime peak; the birth rate will no doubt decline and then rise during the first year or two of peace.

4. At the end of 1939, our labor force was less than 54 million, with 9 million unemployed. By December, 1944, some 62 million men and women will be at work. If the war ends within a year, at least 12 million more persons than in 1939 will seek jobs, foreshadowing an unemployment problem more severe than during the depression.

5. The trend toward freer sex relations, especially evident in World War I, has been definitely accentuated and is expected to continue into, or beyond, the postwar years. Apparently the trend is toward a moral code that regards sex intimacies as permissible between intimates, such as couples engaged to be married.

6. In Canada and England, juvenile delinquency increased more than 50 per cent in some offenses, peaking in the second year of war. Our court statistics report increases of 20 to 50 per cent, with declines now evident except in scattered warboom communities. Girls 14 to 16 have highest arrest rates, with sex offenses outstanding.

War does create new trends and conditions. It does cause a revival of old practices such as foot transportation. But in the main, its function is to speed up, in a selective sense, changes already evident in a culture. In the long run, dips and peaks are leveled out. Meantime we face severe adjustment problems, for war churns up our total mode of life, and its effects are worse than those of any other crisis. Some of its influences on the family are already obvious; others will be delayed.

¹ Willard Waller, et al., "The Family and National Defense, *Marriage and Family Living*, IV:1-3, 1942.

FAMILIES AND NEAR FAMILIES IN TROUBLE

LET use recognize, for sake of balance, that the vast majority of families are *stable and well integrated*. They have normal homes, with common goals and reciprocal services, a unity of purpose that tends to strengthen under adverse conditions. These homes are not of interest to us except as they provide the norms of successful family living.

Of concern, first of all, is the *transient, uprooted family*, in-migrant to some warboom town or city already filled to overflowing. With both parents at work, with children poorly cared for, these strangers among strangers are a problem to schools and other institutions. Such families are often wholly demoralized. Some have lived a hand to mouth existence. Others have always had a modest work wage or farm crop income. All are heir to a sudden and impermanent prosperity the like of which our nation has never known. Their spending sprees and moral codes run counter to middle class ideals, ideals of close buying, self-denial, and investment savings.

We would list next the *war marriages*, the unintegrated rather than disintegrated families. These young people fly together and many will fly apart. For a number, marriage can mean little more than a romantic episode, an impulsive action on a haphazard basis. Having no time to learn how to be married, these partners in our most risky business are soon beset by doubts and confusions. For men, such uncertainties are said to increase the chance of shell shock by one half; for women, the social adjustment problems are severe. The mere title of "Mrs." makes a world of difference—new friends, a new social personality, perhaps a new abode and a baby to care for. Girls are jumped into motherhood with little psychological preparation.

Third are the *disabled veterans*, the sick and maimed and handicapped. They must learn and relearn so much that we take for granted. They must pick up somehow a skein of broken threads, a pattern of life that is new and changed. They must retrain the body and remake the mind under conditions that are not always propitious. Such persons, as we are already finding out, are a problem in part because we know so little about how to treat them.

Finally, there are the *unmarried*. For these young people I have deep respect. They are not unlike prisoners on parole. With personal sentiments so compelling, with patriotism confusing the issue, they have decided none the less to

wait. Such a decision is bound to cost in heart-aches, in self-blame, and erotic compulsions. Extreme mood swings are inevitable.

WHAT THE FAMILY FACES

ASIDE from war risks, the family must absorb a number of foreseeable strains and stresses.

Number 1 is an old, old enemy, a mode of life that grows more chancy and insecure for more and more persons. Fear, want, and worry are formidable enemies, always taking a heavy toll. They are not, however, the direct cause of family breakdown to the extent that one might imagine. One might even argue, in these times, quite the contrary, *i.e.*, sudden prosperity is a worse enemy. In either case, major changes in familial roles and habits must be made to meet a crisis.

Second on the list is a higher standard of living. Young middle class couples, and lower middle class in particular, face a tightening "social class system" in which the things one owns, the residential section in which he lives, the company he keeps, the social clubs of which he is a member, are essential criteria for rating family members in a status hierarchy.² One buys his mode of life—earns and buys it—and the pressure to "do well," to "keep up," is tremendous. With things put ahead of babies, the family becomes a companionate union. To say that it "retains its essential functions" is, we believe, to misjudge the functional cohesion of our traditional family.

Number 3 is the current mania for freedom. One example is the declining parental restraints. Youth claim the right—they say so frankly—to come or go, to believe or doubt, to marry or divorce. It is *their* life, and they propose to lead it. Viewing marriage as an "experiment," they may be quick to take and slow to give. Worse still, the permanence of union rests almost wholly on the tenuous bonds of personal interest and affection.

Another example of the point in mind is the "new freedom" of women. If World War I gave women the outer symbols of equality such as the ballot, these present times have given them much of its essence. For one thing, well over eighteen million women are at work for pay and my guess would be that not over a third will want to give up such jobs for routine housekeeping. For those who continue at gainful work, the problem of family unity may not prove easy. Can a wife have a career, bear children, and keep a home? Can the male ego adjust to such a shock—to the

² For example, W. Lloyd Warner, et al., *Who Shall Be Educated?* (New York: Harper, 1944).

demonstrated competence of one whom the husband has long called an equal but treated in various ways as an inferior? Must men give less time to business and more to home management? Some shift in mate roles seems inevitable, with attendant lags and confusions.

Lastly, social institutions tend to reenforce one another. But in our ongoing historical drift cityward, the family has lost pretty much the support of neighborhood life and action, the unorganized opinion of the street corner. This is due, in the main, to the mobility and impersonality of urban living, an observation that Wordsworth made a hundred years ago on a visit to London:

Above all one thought
Baffled my understanding; how men lived
Even next door neighbors, as we say, yet
Strangers, not knowing each other's names.

The unsupported family is a fragile family, a family free to move about, to get ahead, to drift along. It must face the gains and losses that its detachment suggests.

TEACHER AND CURRICULUM

WHAT we have said implies at least three accepted truths in respect to family living. The first is the great importance of the family—the basic nurture group, the most significant unit in social life and action. Secondly, all is not well with the family. And lastly, we must believe that, by taking stock of the matter, family living can be strengthened. Of particular interest to us is the role of the social studies teacher.

Teachers are not "substitute parents" in any real sense, nor can they hope to be. But if their interest is in "the whole child," there is no way to escape a growing concern for home and family living. Along with social workers, ministers, and others, we in education are giving more time to family problems, courtship practices, home and school and social agency cooperation. One who works in the social studies will feel this obligation very keenly, for his major professional responsibility is with social living. His basic role is the social development of personality, the social attitudes, skills, and understandings by which people relate themselves to one another.

The first way, in all the greatest way, we can help to solve family life problems is in the course of study. Ninth and twelfth grade composite "social science" offer the best present opportunities. Course content, while varied and adaptable, could readily include one or more units along some such lines as the following:

1. Adolescent friendship choices and courtship problems
2. Modern family living in its associational aspects
3. The G.I. Bill of Rights, nature and needed expansions
4. The Social Security system, pensions, child care, etc.
5. Community coordination to meet family life problems.

A logical sixth step in the direction of realistic social education would be a junior-senior semester course on family living. The best course I have seen deals with seven large topics: youth in war-times, dating problems, predicting success in marriage, mate roles and adjustments, care of a child, family ideals and unity, and the family's relation to other institutions. This course was started in the latter half of 1942, when delinquency was climbing sky high, at the suggestion of the P.T.A. The instructor, a social studies major with graduate work on the family, planned these seven units in cooperation with senior boys and girls, their parents and community leaders, and the latter have been increasingly used in class work. From a social learning standpoint, the most impressive thing is the students' feeling of ousness—our problems, our planning, our learning.

Any social living course of this character—jobs, health, leisure pursuits, or the family—is a debatable issue. On family education in particular, we have been inclined to turn thumbs down. The reasons are many: lack of community mandate, an overfull curriculum, poor teacher preparation, "let the colleges do it," etc. Meantime, adolescent youth have gone merrily on, learning after a fashion what we have not dared to teach them with adult insight and caution. War, with its many changes, neglects, and shifting values, has brought sex and marriage problems into a new focus. It can be argued that the responsibility belongs to parents. It can also be argued that sex adjustment should be approached indirectly, that is, in terms of recreation, better housing, jobs for all, and so on. True, but it does not lessen interest in the kinds of instruction in which some few schools are now experimenting.

GUIDANCE AND GROUP LEARNING

ALMOST every school of size today has something that purports to be a guidance program. It is in guidance contacts that most help can be given on intimate family life problems. Toward what goals and by what tactics should youth be guided? Here we are on dark and bloody grounds. With the experts poles apart, it is no wonder that we in teaching are confused. Aside from a teacher's own personal history, often out-of-date or otherwise atypical, there is

no pattern of ideas, no core of values, no respected authority that I have found in general use. To advise young persons, as many teachers do, "to use intelligence," says little that is meaningful. Intelligence is no magic solvent, no prescription that will inevitably heal. For one thing, it contains per se no moral directive.

The advent of "guidance," its rapid spread, the growth of cults, has been a kind of bandwagon effect on which every "up-to-date" school has jumped with glee. Without for a moment discrediting guidance, the teacher talk that one hears is not always notable for clarity and depth. To say that we need to rethink guidance, to restructure it into the school, is trite only because it is so often asserted.

The aim of guidance should not be to force changes on any child. It should be to secure his willing cooperation in a course of action that he proposes and the instructor agrees that he should follow. Were this view accepted, we would not seek to create a thoroughly "permissive environment,"³ except as an initial stage in the interview process. Once rapport is established and tensions spill out, our role is to help the individual find his direction, to give meaning and support to the changes he wills to make.

In respect to any specific area, for example premarital counseling, the sum total of what can truly be called knowledge is not great.⁴ Most of what is useful in working with youngsters on the threshold of marriage centers around mate selection, predicting success in marriage, the importance of emotional adaptability, new knowledge about the biochemistry of sex, and the role of other groups and institutions in reinforcing family ideals. Much of what we know, or think we know, is fairly obvious; for example the item most closely correlated with success in marriage is "the happiness of the parents' marriage," or that successful marriages come from successful marriages.⁵ Much that we know is still pretty tentative, for instance the charting of a prolonged substance in the urine as an indicator of the ebb and flow of erotic tension. And finally, some things that we don't know in any scientific

sense still seem of critical importance, for example, the resolute desire to make a marriage a success.

It goes without saying that one who seeks to counsel young people will know these things, know when to use them and when to let them be, and he will keep himself informed. Otherwise, he is a fraud, a dangerous person, and has no place in a school system.

WE HAVE heard much of late about "group therapy," "group management."⁶ One of the several approaches to group learning is that called "role taking." We have not tried this out in respect to family life education but the procedure seems directly applicable to any kind of conventional courtship or parental situation.

Crestview, like most communities, had a "youth problem." We began with the natural gripes of a number of boys and girls—their lacks, wants, needs, and "why doesn't somebody do something about it." After a little warming up, their ideas came as fast as they could be recorded. These hunches, notions and the like, formed the basis for a series of roles, each with a central emphasis. For example, one character role was the father who had "no time" for childish foolishness; "now when he was a boy . . .," etc. Other *dramatis personae* were the mother, *short temper, a worrier*; the preacher, *bad morals*; a typical merchant, *the costs*; school-board member, *book larnin'*; farmer, *work, work, work*; some people, *snobbishness*; Father Crestview, *go slow, go slow*; an average boy, *what shall we do?*; an average girl, *no place to go*; youth leader, *modern ideas, a youth program*. These roles and themes were, to repeat, proposed by a group of high school students and defined by them.

I cannot overstress the realism with which these parts were enacted in two half hour "practice" sessions. One felt the spontaneity of the discussion—the outpouring of gripes, blockings, distortions, insights, and aspirations. After each session, participants and audience joined in an analysis of the characters as to representativeness, consistency, and the like. Though no formal evaluation was attempted, there is reason to believe that this kind of teaching is, as claimed,⁷ more effective than our usual procedures in shaping attitudes and values.

⁶For example, the author's "Educating for Community Unity and Action," *Review of Educational Research*, XIII: 48-59, 1943.

⁷For example, Alvin Zander and Ronald Lippitt, "Reality Practice as Educational Method," *Sociometry*,

³For this point of view, see F. H. Allen, *Psychotherapy with Children*, III, "Therapeutic Process" (New York: Norton, 1943) and S. R. Slavson, *Introduction to Group Therapy*, V, "Function of the Adult" (New York: Commonwealth Fund, 1943).

⁴The best summary is Harvey J. Locke, "Tentative Knowledge about Marriage and Family Relations," *Marriage and Family Living*, III: 73-78, 1941.

⁵E. W. Burgess in L. F. Wood (Eds.), *What the American Faces* (Chicago: Eugene Hugh Publ., 1944), p. 133.

COMMUNITY AGENCIES

NO MATTER how hard one works, how far upstream he starts, the mills of the community keep grinding out unhappy and mal-adjusted persons. There are, of course, two ways of reaching children, and in reflecting on this one must make a decision that affects all his years in teaching. Shall the teacher confine his efforts to the school or spread them so as to include the adult community? I know of no easy answer. Some teachers are rendering maximum service in the school. Some are not fitted by temperament or training for community work. Others make good followers but poor leaders, and so on. All that we wish to suggest is that the school itself see that, among its staff members, there are teachers with a knack for organized community interest as it affects home life and children.

In 1917-18 a splurge of community coordination produced some 4,000 local defense councils set up under a national council. These were emergency bodies and died almost with the Armistice. So with our present 30,000 to 40,000 defense councils. They have brought some revival of grassroot democracy, some rebirth of local action for local good, but only a few can hope to survive the end of war. In general, these civic bodies have not been structured into the fabric of community life. Our failure to convert these bodies to peacetime uses is a great social waste, a civic loss that I am loath to see happen.

Here and there, prior to war or during it, whole communities have been organized to deal with areawide child-demoralizing influences. They have set up a permanent voluntary problem-solving and coordinating committee, council, or association in which school heads and teachers are, of course, represented. The objective is to influence the influences that influence children. This may take a great number of forms—the elimination of agency overlaps, the care of neglected children, the stabilization and enrichment of home environments, premarital counseling, etc. The idea is to do things that government cannot or will not do, to organize area resources

and talents and, if inadequate, to represent the community in securing outside aid.

TEACHER LEADERSHIP

ALL of this requires leadership. Its essence would seem to be, in a few words: *analyze, organize, delegate, and supervise*. My purpose is not to urge that every teacher go forth and organize his community for home and family living. Nor is it to urge, with more realism, that he strive to lead the leaders in that place, although I have seen this happen. What is in my mind is much nearer the usual teacher role, a course on social living, community problems, or the like, where leadership can be analyzed, taught and practiced. In reshaping a twelfth year composite "sociology" course for these purposes we proceeded along four lines:

1. Collect descriptions of group activities where leadership is found, i.e., club meetings, civic drives, defense planning, etc. Students obtained these materials from published sources, visits, etc.
2. Analyze these cases for type situations in which leaders operate. See what they do when they "lead," such as fact finding, influencing opinion, organizing group action, and appraising results.
3. Take each type of leader, fact-finder, arouser, group manager, etc., and work out in detail the traits, abilities, skills, attitudes, and the like, that he seems to possess.
4. Arrange learning situations in class and outside, such as role-practice sessions, where students can experiment in leadership, acquiring in some measure both the desire and the ability to lead.

I have done, as others have, my share of worrying about the increasing bigness of our corporate life, for free flowing, footloose masses destroy much that I value in close-knit community living. But the opposite of bigness is not smallness, in a sociological sense; it is not a return to the old primary community. It is, on the contrary, *active civic participation*, a viewpoint that has been slow to sink deep into my own consciousness. Little people need a big nation even as a big nation needs them, for otherwise neither could have a sense of importance and well being. The problem, in family living or elsewhere, is how to structure local life, always with due concern for the wider-than-local, so that all persons, all groups, from top to bottom, can feel again a sense of oneness, a concern for the common good.

VII: 129-51, 1944; Charles E. Hendry, "Role Practice Brings the Community into the Classroom," *ibid.*, 196-204.

Soviet Russia: A Curriculum Unit

Herbert T. Schuelke

AN INEVITABLE outgrowth of the present struggle has been an increasing sensitivity to the international and diplomatic aspects of the war. The tremendous impact of a two-ocean war has awakened within our national consciousness images which had been stilled by the voice of isolationism generated after the close of World War I. One fact has clearly emerged out of the welter of events: nations heretofore placed in a category of relative unimportance have risen to a position of immense significance and crucial importance in the conduct of the war and of world affairs. To establish the truth of this conclusion we need only to mention the fact that Russia and China have taken their places as members of the Big Four of the United Nations.

The concept of the interdependence of nations has penetrated deeply into the national tissue. So completely has this concept been accepted by the bulk of the American public that it is now almost trite to remark that no nation can live unto itself. The question arises, however, as to what is being done, or what can be done, toward implementing this concept, especially in the field of education. It is to this question, as related to the field of secondary education, that the remarks of this paper are addressed.

Education has responded to the challenge; slowly to be sure, but with encouraging signs. Latin America has taken the center of the stage, with Canada coming in for a goodly share of consideration by curriculum builders. Ancient and venerable China, however, still waits patiently for a nod of recognition, while Russia must be content with but a passing remark.

BACKGROUND OF THE UNIT

RELATIVELY little has been, or is being, taught about the Soviets. It should be re-

marked that Soviet Russia is among the most seriously neglected areas in the public school curriculum. Unfortunately, much of what passes for information relative to the Soviets is inaccurate and biased. But the teacher or curriculum builder need not despair, for within the past few years there have emerged many objective studies and reports excellently suited to the secondary level. Some of the most significant have been listed in the bibliography.

Underlying the entire unit is the fact that the Soviet Union, as our ally in the momentous struggle against Nazi aggression, will undoubtedly emerge as the greatest land power in Europe after the close of the war. We have an educational obligation toward our pupils to create an awareness and develop an understanding of the Soviet Union. Soviet Russia covers one-sixth of the land surface of the world in which our pupils must live; the recognition of this fact and the development of adequate understanding relative to its implications are inescapable.

The approach in this unit of study might be termed socio-historic; in short, an attempt to gain insight into the Soviet Union, in both its past and present phases, by studying the everyday life of the Russian people in the total milieu. It formed a unit within a course in Problems of Democracy at the tenth grade level.

The objectives upon which the unit was based have already been indicated in part. Specifically stated, however, they are: to develop an understanding of the Soviet Union through an objective study of what Soviet Russia is, and of how it came to be what it is; and to develop in the student the ability to project this knowledge into the complex realm of world affairs.

DEVELOPMENT OF THE UNIT

IN THE development of the unit the technique of student-teacher planning was used. Through discussion of the objectives to be attained an outline for the first section of the unit gradually emerged. It was decided that the entire class should have a common orientation or background upon which to base other phases of

The author of this account of a tenth-grade study of Soviet Russia is an instructor in social studies in the University of Chicago Laboratory School.

the unit. To this end two main topics were selected for study: (1) The Land and the People, and (2) The Historical Setting. A period of intensive reading and supervised study marked this phase of the unit. Each student recorded the results of his reading in a sentence-form outline. This procedure produced a high percentage of unusually excellent and complete outlines. These outlines were then used as a framework upon which the student could erect the topics later agreed upon in the development of the unit.

Upon the completion of this phase, further discussion and planning evolved the following scheme. The class was divided into research committees with a chairman for each group. These respective groups then selected a topic for investigation, and the chairman assigned to individual members of the particular group a definite phase upon which to study and report. Again a period of reading ensued. Definite dates for the presentation of reports were given each group. The groups were left to their own initiative relative to the form and manner of the report. Several groups gave panel discussions on their major topic.

As previously stated, one of the major avenues of approach to an understanding of any group or nation is through its people as they react and interact within their social environment. This unit posits the sociological concept that human nature is fundamentally the same everywhere and that if certain common denominators can be reached, insight and understanding follow. The following list illustrates the scope of the material covered:

- I. Science in the USSR
 1. Medicine
 2. General scientific development
 3. Industry
- II. Political structure of the USSR
- III. Russia's foreign relations
- IV. History of the Jews in Russia
- V. Religion in the USSR
- VI. Cultural development in the USSR
 1. Education
 2. Literature
 3. The theater
 4. The ballet
 5. Art
 6. Folk music
 7. Music, instrumental and opera.

EVALUATION AND IMPLICATIONS

EVALUATION of achievement was based upon (1) the written outlines, (2) demon-

strated ability to use bibliographical tools and to initiate individual research, (3) individual reports, (4) and an objective-essay test based upon the material covered by all phases of the unit. Throughout the study the guiding motive was to see what generalizations could be drawn from the specific information. Many shortcomings of this procedure will be obvious. For example, how can the more elusive but fundamental objectives be measured? Had time permitted it would have been desirable to obtain a before-and-after picture of both basic knowledge and attitudes. Certainly if one accepts the fact that the primary objective of education is the modification of behavior, then cognizance should be given to the significant phase of attitudes.

What seems to be of greater import at the moment, however, is the fact that Soviet Russia is finding a place in the curriculum of the secondary schools of America. This report, while it outlines what has been done at the tenth grade level within a course on Problems of Democracy, has a much broader philosophy. It is a plea for a broader concept of world history to the end that man may outgrow his provincial shell and become a citizen of the world.

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Three publications of inestimable value to the teacher planning a unit of study on Soviet Russia are: D. A. Ames, K. B. Anderson, Eunice Johns, et al., *Meet the Soviet Russians*, Harvard Workshop Series: No. 6 (Cambridge: Graduate School of Education, Harvard University, 1944. Pp. 89. 75 cents); *The Soviet Union Today* (New York: American Russian Institute, 1943. Pp. 111. \$1); *Bibliography on the Soviet Union* (New York: National Council of American Soviet Friendship, 1944. Pp. 20. 10 cents). Attention should also be directed to the Civic Education Service publications of February 8, 1943, and the *Civic Leader* of March 13, 1944, published by the same Service.

"The Elephant Is a Spear"

Edward Darling

THAT democracy can work in a practical world I am not yet ready to deny, having had an experience which has shaken me more than any front page of any paper.

It is easier to be told what is right and what is wrong, black and white, than it is to think it out; and it is easier for a teacher in a classroom to make statements *ex cathedra* than it is for him to open himself to dispute in matters of fact and opinion.

In matters of discipline, we grant the teacher almost any rights, aside from downright physical violence. The same emergency does not exist in the realm of fact and opinion. Forever unchallenged, what chance has a teacher to grow? Among the infallible, no change can occur, and none would be valid.

I HAVE just returned from the classroom of a teacher.

"Why should you trust my word?" he asked his pupils. "I'm not an authority. I'm just one of a million teachers. I don't *know*, for sure, half of the things which I state to you as facts."

He had been outraged by the talk of a pupil who had given his father's word as ample proof of a "fact"—which, as it happened, was wrong. The students had been asked to discover in any way they could what the number of Massachusetts electors is. Henry Slade had come in with the figure, 17. In 1944 that figure happened to be 16. In Massachusetts there has been a reapportionment, as in many other states, notably California, where two extra Congressional districts have been added.

It so happened that this boy had been the very first to raise his hand when the question

This vigorous report of an example of good teaching comes from a teacher of social studies in the Belmont, Massachusetts, Junior High School. All names are fictitious, but the episode is not. A companion article on critical thinking was published in our February issue.

was asked. He was positive. His father, a town employee at Town Hall, had said so. He loved and trusted his father. Therefore, it was out of the question that his father's word should be doubted.

One could go further with this idea. His father stood (to Henry Slade) for integrity, authority, aid, warmth, food, safety, and comfort. For these and similar reasons, Henry Slade loved his father. Now, love is an emotion; and emotion is remembered longer than reason. Therefore, associating love with fact, Henry had taken as gospel the statement that Massachusetts had 17 electors.

But Mr. Howard, the social studies teacher, had been outraged. I saw him. He realized that a whole period devoted to a discussion of the nature of evidence would not be a wasted period. And I wondered if he were bright or stupid—because these pupils were only twelve years old.

"Listen," Mr. Howard said. "Is that a good reason? Young Slade's father says it's 17; so is that a good reason?"

"Yes," said most of the pupils.

"All right," said Mr. Howard. "I am telling you that the North Pole is used by the Eskimos at Christmas as a part of their trick of chasing a greased pig up and down it to see who can first plant the flag of our glorious country at its peak. Does that make any sense?"

Some pupils actually thought it did, but many wavered, and some discounted the possibility completely.

"There isn't any North Pole," one pupil said.

"What do you mean, 'There isn't any North Pole'?"

"It's not a pole, it's a place," the pupil said.

"Yes?" said Mr. Howard. "And how do you know?"

"Oh," the pupil laughed, "everybody knows that!"

"Well," said Mr. Howard, "that's just where you're wrong. Everybody does *not* know that. In fact, I doubt it. In short, I simply do not believe you. Can you prove it?"

There was a silence. Then Mr. Howard said: "Look. I love my mamma and my papa. I even had one *teacher* that I liked pretty well. But now you're historians. You are men and women of science. How are you going to tell what's true?" Satisfied by the report of a pupil who took a trip to the library, the North Pole matter was quickly dismissed.

BUT the identity of United States Senators from Massachusetts, raised in connection with the number of electors in Massachusetts, proved more difficult.

In the *World Almanac* the answer was clear enough: on page 590 of the 1944 edition this information was given: to be replaced or re-elected in 1947, David I. Walsh, Democrat, of Clinton; and in 1940, Henry C. Lodge, Jr., Republican, of Beverly.

Being an ignoramus, I, sitting in the rear of the room and listening only, gave critical assent to this finding—without any thought at all, until a more critical 12-year-old mind raised the question, as the teacher's brows curled into lopsided questionmarks, "Isn't Lodge in the army?"

"Here," said Mr. Howard, with a flourish, "is exactly the sort of question which is worth precisely one million dollars. Pay the gentleman, treasurer. . . . How shall this query be answered?"

Some pupil suggested the encyclopedia, but was quickly overruled on obvious grounds. Nobody seemed to have any answer at all. But the discussion of acceptable proof was reaping its rewards. Nobody suggested asking papa or mama; or even Uncle Henry.

I thought Mr. Howard did the wise thing, then. Instead of telling the answer—and I'm certain, from subsequent discussion, that he knew it—he offered a prize of an extra credit of an A paper in the course to the pupil who could tomorrow bring in conclusive evidence showing whether Mr. Lodge was in the Senate, and, if not, who was, and when the change was made.

Not being a free spirit, I could not attend the next meeting of Mr. Howard's class, but I saw him and obtained his results.

1. Bradley Atwater had called up the *Boston Traveler* office, and after a thirty-minute wait, had garnered the following information: Mr. Sinclair Weeks of Newton, Republican, was appointed on February 9, 1944, to the Senate by Governor Leverett Saltonstall, and was sworn in on February 15, 1944. From page one of that paper on the above dates,

2. Alice Black offered this: Sinclair Weeks, Republican Senator from Massachusetts, had cast a vote in favor of UNRRA on February 17, 1944, according to the *New Republic*, Part II, May 8, 1944, page 653.

3. James Mahoney, whose mother works in a library, said that the magazine, *Boston Business*: dated March, 1944, on page 50, could be quoted, "Bostonian of the month by a wide margin is new Senator Weeks, appointed by Governor Saltonstall to succeed Senator Lodge. Son of a senator and Secretary of War, the state's new junior solon is one of those all too 'rara avis,' a combination of business man and politician. He is national treasurer of his party. . . ."

4. Margaret DiSilva offered the evidence of *Facts on File* (a weekly digest of world events "published in two sections by Person's Index, New York City"), vol 4, February 2-8, 1944, page 40. The publication headlined, "Lodge Resigns for Army Service," and on page 41, "Weeks Succeeds Lodge . . . Governor Leverett Saltonstall of Massachusetts Appoints Sinclair Weeks. . . ."

5. Edward Jenner came in with a quotation from *Time* magazine of February 14, 1944, quoting Lodge's letter of resignation (p. 22).

6. Beatrice Parker offered the U.S. Constitution, Article X, Section V, Paragraph 1, showing that if a vacancy of this sort occurs, the chief executive of the state must do the appointing.

All but the last were given the extra credit; but the Parker girl was given high praise, in spite of the fact that she had not found the evidence required.

I WONDERED if the habit of thinking *after* evidence had been acquired had been started in this class. Whether they would continue to demand, in the face of a presidential election, evidence for an opinion expressed, seemed to me very important.

Of course, we cannot know. Not for ten years, anyhow. We can hope that international affairs—recognition of an Italian government, a Yugoslavian, a Greek, an Argentine—will be based on evidence rather than passion; that if Aunt Henrietta says at dinner that the President is stupid or criminal, the listener's opinion will be held in abeyance pending proof; but we cannot know.

We can know that passion is longer recalled than fact; we can thank Mr. Howard for his attempt, and pay him enough to keep him on the job; but after that it depends upon the home, upon us. Still, hope and vision are the requisites to racial continuity. Those are not denied us!

Revising the World History Course

Katheryne E. Baugh

WE URGE our students to remain in high school in order to prepare themselves to assume their future citizenship responsibilities. We expect them to acquire the understandings, attitudes, and skills which will enable them to solve the tremendously critical and complicated problems of the post-war period. Surely, then, heavy responsibility falls upon us, their social studies teachers, for preparing them for the role they must play as members of a democratic society. Teachers of world history who accept this responsibility must eliminate much detailed information which is not essential in the development of the understandings and attitudes necessary for intelligent action as "citizens of the world community." Time can then be found for presenting new units on other regions of the world than western Europe, for placing additional emphasis on old units, and for enriching the course by using the wide variety of free and inexpensive materials now available.

The plan suggested in this article was first developed in a summer workshop course. It was revised and expanded as the result of classroom use. In order to meet the possible objections of parents accustomed to close adherence to a textbook, students who desired to do so were encouraged to read the parts eliminated. Time lines were very helpful in bridging periods, as were brief oral or mimeographed summaries of periods or topics that were omitted.

Inadequate library facilities and materials of instruction may cause some teachers to hesitate in making revisions, for the text used probably presents little information which will develop the concept of an interdependent world or lead to a sympathetic understanding of the peoples of Latin America and China. However, this

These suggestions for both an organization and needed inexpensive teaching materials that respond to new needs in teaching world history come from a teacher in the high school at Chillicothe, Missouri.

handicap was overcome to a great extent by the frequent use of one of the weekly student newspapers, articles from the current periodicals, motion pictures, certain radio broadcasts, and much free or inexpensive pamphlet material which is now available. The following outline indicates only the last type of material which was found usable by sophomores.

GENERAL OBJECTIVES

THE following are suggested as possible major objectives for a world history course revised in the light of wartime developments:

1. Teaching information that will enable the student to acquire a better understanding of the world today.
2. Arousing a continuing interest in the wide reading and discussing of world affairs.
3. Developing attitudes of tolerance, sympathy, and friendliness towards other peoples.
4. Building the conviction that the United States must assume responsibilities in the attempt to reach solutions of world problems.
5. Developing skill in finding information about world affairs and the habit of using this information for critical thinking on these problems.

Because of limitations of space it is not possible to include in this plan lists of study-guide questions or individual and class activities. In addition to reading, writing, and discussing, other activities have been looking at motion pictures, taking trips to the museum and several industrial establishments in a nearby city, corresponding with students in other countries, and participating in class, assembly, and inter-school forum discussions. When the available material was limited in amount, it was necessary for students to work simultaneously on different phases of the unit. An attempt was made to provide for individual differences by offering materials of varying reading difficulty and by insisting that the more capable students should read more widely.

OUTLINE OF UNITS

UNIT I, Contributions of Ancient Peoples to World Civilization. About 5 weeks.

The student should understand that our world civilization is the result of the slow advancement over a long period of time of many peoples. Primitive man, Egyptians, Chinese, Hebrews, Greeks, and Romans were the most important of the ancient peoples from whom we have received a rich heritage of culture. These contributions have known no national boundary lines. Details which did not contribute to this understanding were omitted.

Pamphlets used were: Derk Bodde, *China's Gifts to the West* (Washington: American Council on Education, 1942. Pp. 40. 35¢); G. G. McCurdy, *Prehistoric Man* (Chicago: American Library Association, 1928. Pp. 45. 25¢); V. and W. R. Fee, Unit Study Books Nos. 410, *Egyptians*, 402, *Greeks*, and 405, *Romans* (Columbus, Ohio: American Education Press, 1934. Pp. 36 each. 15¢, in quantity, 10¢), excellent for slow readers; B. M. Parker, Achievements of Civilization Series No. 1, *The Story of Writing* (Washington: American Council on Education, 1932. Pp. 64. 20¢), No. 4, *The Story of Our Calendar* (1933. Pp. 32. 10¢), No. 5, *Telling Time Through the Ages* (1933. Pp. 64. 20¢).

Unit II, The Beginnings of Modern Times. About 2 weeks.

Before this unit was taken up, brief consideration was given to the period of fusion and confusion following the German invasions and to the development and expansion of Christianity as a world religion. In Unit II the emphasis was upon understanding the contributions made to civilization during the Renaissance—the revival of the ancient classics, the production of beautiful paintings, and the rise of the attitude of questioning and criticizing which led to inventions, to scientific and geographical discoveries and explorations, and finally to the beginning of several denominations represented in our community. The traditional material on feudalism, the struggle between the church and state, the Crusades, and the Hundred Years' War was omitted. The only pamphlet used was especially helpful in giving an appreciation of the well-known art productions of the period: M. E. Owen, Ed., *Studies of Famous Paintings* (Danville, New York: Owen Publishing Co., 1933. Pp. 102. 50¢).

UNIT III, The Struggle for Democracy. About 4 weeks.

Our students must be encouraged to understand and appreciate the long bitter struggle to attain a democracy—a way of life for which we

are once more fighting. This unit reviewed the early attempts to achieve types of democracy made by the Greeks and Romans and the reasons for their failures. Then the first steps towards a political democracy in England were considered—the jury system, the Great Charter (compared to the Atlantic Charter), the beginnings of Parliament, and the seventeenth-century struggle between the kings and Parliament. The revolutions in America and France were also briefly studied as parts of this struggle. Contrasts between democracy and dictatorship were considered.

Pamphlets which were found useful were: "Basic Documents of Democracy," a supplement to *Our Times*, September 22, 1941; a series written by Chester Williams and edited by John W. Studebaker entitled *The Rights We Defend* (Evanston, Ill.: Row Peterson, 1940. Pp. 72), *Right of Free Speech* (1940. Pp. 84), *Religious Liberty* (1941. Pp. 72), *Liberty of the Press* (1940. Pp. 72), and *Ways of Dictatorship* (1941. Pp. 96), 48¢ each; *United Nations Fight for Four Freedoms*, poster and 16-page pamphlet from OWI, free; "Our Constitution," *Building America*, Vol. II, No. 1 (Americana Corporation, 2 West 45th Street, New York. Pp. 27. 30¢); Pearl Buck, *Freedom for All* (Postwar World Council, 112 East 19th Street, New York, 1942. Pp. 23. 10¢).

Unit IV, Industrial and Scientific Progress.

During the four weeks study of this unit less time than formerly was taken for the description of the early inventions and more stress was placed upon recent developments in industry, agriculture, communication, medicine, physics, and chemistry. Emphasis was also placed on the tremendous changes in our daily lives which have resulted from these advancements. It was pointed out that new mechanical inventions not only have improved society but have created problems and difficulties. Industrialization has led to the rivalry of nations for access to raw materials and markets for manufactured products. Improvements in communication and transportation have resulted in a "shrinking world." The prosperity, peace, and freedom of one part of the world affect all other regions. Nations are becoming more and more interdependent. The tremendous increase in speed of travel brought about by the airplane requires that we consider ourselves citizens of the world as well as of the nation. Since isolation is no longer possible, some sort of world organization becomes a necessity in order to win the peace.

There are many materials available for the study of this unit: W. F. Ogburn, *You and Machines* (Chicago: University of Chicago Press, 1935. Pp. 55. 25¢), is a pamphlet containing interesting illustrations. It emphasizes the effects of the use of machines. From the American Education Press can be obtained some Unit Study Books

useful for slow readers: No. 659, James and Mary Williams, *Machines That Do Man's Work* (1939. Pp. 32), Nos. 408 and 409, Della van Ambrugh, *Light and Communication* (1934. Pp. 36 each), No. 302, B. J. Hurley, *Story of Flying* (1939. Pp. 32), 15¢ each, in quantity, 10¢. Eugene Staley, *This Shrinking World* is a reprint of Part I of the author's *World Economy in Transition* (World Citizens Association, 86 East Randolph Street, Chicago, 1941. Pp. 56. 25¢). A leaflet by Staley, *This Shrinking World*, can be obtained free from Carnegie Endowment for International Peace, 405 West 117th Street, New York. From the same address, *We Travel Though We Stay at Home* (1940. 6 pts. 25¢), and from the League of Nations Association, 8 West 40th Street, New York, can be obtained material which emphasizes interdependence (10¢). *Maps . . . and How to Understand Them* is a 31-page booklet distributed free by Consolidated Vultee Aircraft Corporation, Box 157, New York. This shows how the world has "shrunk" because of the airplane. University of Chicago Round Table, February 27, 1943, No. 258, Waldemar Kaempffert, William Patterson, and Louis Wirth, *The Airplane and the Future* (Pp. 26) and No. 250, R. W. Gerard, W. F. Ogburn, and G. L. Wendt, *Things to Come* (Pp. 29), each 10¢; transcripts of For This We Fight broadcasts, No. 5, J. H. Ball, Clyde Eagleton, and C. M. Eichelberger, *Making the World Secure*, No. 2, Waldemar Kaempffert, Isaiah Bowman, and David Sarnoff, *Science and Our Future*, and No. 9, Walt Disney, J. L. Fly, and F. S. Harmon, *World of Sight and Sound* (New York: Commission to Study the Organization of Peace, 1943. Pp. 12 each. Single copies free); Waldemar Kaempffert, *The Airplane and Tomorrow's World* (New York: Public Affairs Committee, 1943. Pp. 31. 10¢); "Winged America," in *Building America*, Vol. VIII, No. 2 (New York: Americana Corporation, 1942. Pp. 64. 30¢); George T. Renner, *World Maps for the Air Age* (Washington: Civil Aeronautics Administration, 1943. Free); C.-E. A. Winslow and G. T. Hallock, *Health Through the Ages* (1933. Pp. 64), C. E. Turner and E. L. Lytle, *The Nature of Bacteria* (n.d. Pp. 38), and *Health Heroes* from Metropolitan Life Insurance Company, New York, free; *Global Maps* (Civic Education Service, 744 Jackson Place, Washington. 10¢); Kane Zelle, *The Fight Against Germs* (Evanston, Ill.: Row Peterson, 1941. Pp. 36. 28¢).

BEFORE Unit V was studied, the classes were taken to the library reading room and given assistance in learning how to find information in encyclopedias, atlases, *The World Almanac*, from globes, *Readers' Guide to Periodical Literature*, and card indexes. Each student was given a guide sheet which contained questions and blanks for filling in after he learned how to use the various sources of information. The class was divided into small groups of four or five students. In order to avoid confusion each group started work with a different source. Several of the most capable students acted as assistants in showing each group how to use atlases, *Readers' Guide*, etc.

Unit V, Causes of World War I. About 2 weeks.

It was attempted in this unit to give the understanding that wars are caused not by one

nation but by the conflicting interests of several nations. During the nineteenth and early twentieth centuries rivalries were caused by the growth of intense nationalism which resulted in ill-feeling between countries. Also the Industrial Revolution created a demand for land, raw materials, investments, and trade. So imperialism, the race for empire, increased the distrust between nations. Prejudices of race, language, religion, and customs also contributed to ill-feeling. Finally, the United States, as before and since, found that her national interests were involved. This country cannot remain isolated and indifferent in a world at war.

The pamphlet material used was too difficult for the average sophomore. The most capable students can read: Preston W. Slosson, *Why We Are at War* (Boston: Houghton Mifflin, 1942. Pp. 90. 56¢); and Headline Books (Foreign Policy Association, 22 East 38th Street, New York. Pp. 96 each. 25¢), No. 32, Vera M. Dean, *The Struggle for World Order* (1941), No. 24, J. F. Green, *The British Empire Under Fire* (1940), No. 19, Walter C. Langsam, *In Quest of Empire* (1939).

Unit VI, Why We Are at War Again.

If we are to succeed this time in making a more lasting peace, we must understand why we failed the last time. What mistakes did the victorious countries make following World War I which permitted the rise of Hitler and the recovery of Germany? How did the United States fail to assume responsibility as the greatest world power? What ideas about themselves were the Germans taught to believe which caused them to become an aggressor nation? How did Japan rise from an isolated nation and why is she also bent upon conquest? During the two weeks in which this unit was studied, it was possible to give a better understanding of the differences between dictatorship and democracy and a deeper appreciation of our way of life as contrasted with that in the totalitarian countries.

Several inexpensive pamphlets can be obtained which are readable by at least the more capable tenth graders: J. R. Smith, *Geography and World War II* (Philadelphia: Winston, 1943. Pp. 62. 21¢ net), excellent on rise of Hitler and Japan, can be read by the average student; Preston W. Slosson, *Why We Are At War* (cited in Unit V); Headline Books (New York: Foreign Policy Association. Pp. 96 each. 25¢), Vera M. Dean, *The Struggle for World Order* (cited in Unit V), No. 21, Varian W. Fry, *The Peace That Failed* (1939), No. 33, J. C. Harsch, *Germany at War* (1942), No. 29, Thomas A. Bisson, *Shadow Over Asia* (1941), No. 11, R. A. Goslin, *Changing Governments Amid New Social Problems* (rev. ed. 1939. Pp. 64); James F. Abel, *Education Under Dictatorships and in Democracies*, Education and National Defense Series Pamphlet, No. 15 (Washington: Government Printing Office, 1941. Pp. 19. 15¢); Chester Williams, *Ways of Dictatorship* (cited in

Unit III), and Oril Brown, *Youth Under Dictators* (Evanston, Ill.: Row Peterson, 1941. Pp. 48. 32¢); R. D. K. Ensor, *Herr Hitler's Self-Disclosure in Mein Kampf*, Pamphlets on World Affairs, No. 3 (New York: Oxford University Press, 1939. Pp. 29. 10¢); *America in a World at War* series (New York: Oxford University Press, 1941. Each 10¢), No. 14, F. B. Artz, *1917 and 1941* (Pp. 24), No. 8, A. E. Taylor, *Germany Then and Now* (Pp. 32), and No. 17, W. C. Johnstone, *America Faces Japan* (Pp. 32); *Freedom or Fascism* (New Haven: Yale University Press, 1940. Pp. 56. 25¢); *Tale of a City* (Washington: Office of War Information, 1942. Pp. 24. Free), describes treatment of people of Warsaw by the German conquerors.

UNIT VII, Our Neighbors to the South.
By the elimination of much of the traditional material ("conglomeration of facts" as one student called it) in ancient and medieval history, time was found for teaching a unit on Latin America. It was hoped that from this study each student would gain a better understanding of the people of Latin America—their customs, living conditions, and difficulties growing out of their history and environment; would acquire a deeper appreciation of their cultural contributions; and would realize the importance of friendly political and economic cooperation of all the Americans. So much material is available on the teaching of such a unit that it does not seem necessary to indicate here an outline of the content. Some of these materials which have been especially helpful in planning are listed at the end of this article.

Also, it is possible to mention here only a few of the pamphlets most valuable for student use: Charles C. Griffin, *Latin America, An Interpretation of Main Trends in Its History*, Cornell University Curriculum Series in World History, No. 3 (Ithaca: Cornell University Press, 1944. Pp. 96. 50¢); "Our Latin-American Neighbors," *Building America*, vol. V, no. 1 (New York: Americana Corporation, 1939. Pp. 32. 30¢), excellent pictures and reading material; Unit Study Books No. 414, Jean Haskell, *Mexico*, and No. 615, Roderick Peattie, *South America* (Columbus, Ohio: American Education Press, 1939. Pp. 32. Each 15¢, in quantity, 10¢), for slow readers; *Headline Books* (New York: Foreign Policy Association. Pp. 96 each. 25¢ each), No. 17, Delia Goetz and Varian Fry, *The Good Neighbors* (1939), No. 27, Joan Raushenbush, *Look at Latin America* (1941), No. 36, Hubert Herring, *Mexico* (1942); from the Coordinator of Inter-American Affairs, Commerce Department, Washington, can be obtained free, *Brazil—Introduction to a Neighbor* (1943. Pp. 32), *Guatemala, Volcanic but Peaceful* (1943. Pp. 8), *Uruguay, Vigorous Democracy* (1943. Pp. 12), well illustrated, *Americas United* (1943. Pp. 46), *The Americas Cooperate for Victory* (1942. Pp. 16), and pamphlets on a number of other Latin-American countries; H. E. Bolton, Delia Goetz, and Ernesto Galarza, *American Neighbors* (Washington: American Red Cross, 1940. Pp. 84. 10¢); *The Americas, Lands of Promise*, a group of picturegraphs and maps (Washington: Agricultural Adjustment Agency, Department of Agriculture, 1942. Pp. 4. Free); material from Mexican Government

Travel Bureau, 630 Fifth Avenue, New York; free material from Division of Cultural Relations, Department of State, Washington; a variety of pamphlets from Pan American Union, Washington, free or five cents.

Unit VIII, Our Allies of the United Nations.

The traditional world history course is usually a study of western Europe. This revision allowed about six weeks for the consideration of other regions of the world which are becoming of increasing importance. Attention was given to our three chief allies—China, Russia, and the British Commonwealth of Nations (Canada, Australia, India, and England were the only parts emphasized). It was hoped that the students, by acquiring information concerning the living conditions, difficulties, and aspirations of our allies, would gain a better understanding of their problems, a broader sympathy with their struggles, a stronger feeling of friendliness, and a deeper appreciation of the part they have played in the war. It was again emphasized that because of the interdependence of the modern world, the United States can no longer remain isolated and that our welfare is bound up with that of these allies. The study of each country consisted in learning about its geography, the living conditions of its people, its relations with the rest of the world, and that part of its historical background which seemed most important in explaining its present problems.

It is possible to obtain considerable pamphlet material for the study of this unit. For each country special issues of the student current events magazines were extremely valuable. Several excellent, well-illustrated pamphlets have been published by the Webster Publishing Company, 1808 Washington Avenue, St. Louis, Missouri, in cooperation with the American Council, Institute of Pacific Relations: Marguerite A. Stewart, *Land of the Soviets* (1942), Kate Mitchell and Kumar Goshall, *Twentieth Century India* (1944), G. E. Taylor, *Changing China* (1942), C. H. Gratton, *Lands Down Under* (1943), each 94 pages, 40¢. These are written for high school students and are 30 cents net. The Cornell University Curriculum Series in World History (cited in Unit VII) includes No. 1, Frederick George Marcham, *Canada: Member of the British Commonwealth and Good Neighbor of the United States* (1943. Pp. 78), No. 2, Knight Biggerstaff, *The Far East and the United States* (1944. Pp. 60), and No. 5, Frederick George Marcham, *The British Commonwealth: An Experiment in National Self-Government and International Co-operation* (1944. Pp. 98), each 40¢. Free material can be obtained from the United Nations Information Office, 610 Fifth Avenue, New York. A United Nations Kit including 15 copies of *The United Nations—Peoples and Countries* and 15 copies of *United Nations Today and Tomorrow* can be obtained from the same office for \$3.50.

Pamphlets which were found useful on China: Dirk Bodde, *China's Gifts to the West* (cited in Unit I); Robert and Mary Gunning, *China*, Unit Study Book No. 611 (Columbus: American Education Press, 1939. Pp. 32. 15¢,

in quantity, 10¢), for slow readers; some free material from United China Relief, 1790 Broadway, New York; R. W. Barnett, *China—America's Ally*, Far Eastern Pamphlet No. 5 (New York: American Council, Institute of Pacific Relations, 1942. Pp. 48. 15¢); *All We Are and All We Have*, speeches by Chiang Kai-shek (Chinese News Service, 1250 Sixth Avenue, New York, 1943. Pp. 61. 25¢); W. C. Johnstone, *The Changing Far East*, Headline Book No. 41 (New York: Foreign Policy Association, 1943. Pp. 96. 25¢); *People of China* (East and West Association, 40 East 49th Street, New York, 1942. Pp. 20. 30¢); Willis Lamott, *The Amazing Chinese* (Missionary Education Movement, 156 Fifth Avenue, New York, 1940. Pp. 48. 29¢); *China, Your Neighbor* and other material from China Institute of America, 119 West 57th Street, New York; *China* (University of Chicago Round Table for June 21, 1942. 10¢); Fortune Magazine Supplement, "Pacific Relations" (Time Inc., 9 Rockefeller Plaza, New York. Free).

Other pamphlets on Russia: Dora A. Ames, Katrina B. Anderson, Eunice Johns, and others, *Meet the Soviet Russians: A Study Guide to the Soviet Union for Teachers in Secondary Schools*, Harvard Workshop Series No. 6 (Cambridge: Graduate School of Education, Harvard University, 1944. Pp. 89. 75¢); Vera M. Dean, *Russia at War*, Headline Book No. 34 (New York: Foreign Policy Association, 1942. Pp. 96. 25¢); J. H. Stenbridge, *An Atlas of the U.S.S.R., America in a World at War* Series No. 27 (New York: Oxford University Press, 1942. Pp. 35. 10¢), half maps and half reading material; free material from American Russian Institute, 56 West 45th Street, New York; Ales Hrdlicka, *Peoples of the Soviet Union*, War Background Studies No. 3 (Washington: Smithsonian Institution, 1942. Pp. 29. Free); Wendell L. Willkie, *One World* (New York: Simon and Schuster, 1943. Pp. 86. Paper, \$1.00).

Pamphlets on India: Rushbrook Williams, *India* (Toronto: Oxford University Press, 1940. Pp. 32. 10¢); *India*, University of Chicago Round Table No. 212 (1942. 10¢); Edwin Haward, *A Picture of India* (British Information Services, 30 Rockefeller Plaza, New York, n.d. Pp. 47. Free); *People of India* (New York: East and West Association, 1943. Pp. 32. 40¢).

Australia: W. L. Holland and P. E. Lilienthal, *Meet the Anzacs*, Far Eastern Pamphlet No. 7 (New York: American Council, Institute of Pacific Relations, 1942. Pp. 48. 10¢); Fred Alexander, *Australia and the United States*, America Looks Ahead Series No. 1 (Boston: World Peace Foundation, 1941. Pp. 68. 25¢), usable by capable students; H. J. Timperley, *Australia and the Australians*, America in a World at War No. 23 (New York: Oxford University Press, 1942. Pp. 32. 10¢); *The Job Australia is Doing* (n.d. Pp. 48) and other free material from Australian News and Information Bureau, 610 Fifth Avenue, New York.

Canada: F. R. Scott, *Canada and the United States* (Boston: World Peace Foundation, 1943. Pp. 84. 25¢); *Canada at War* (Ottawa, Canada: Director of Public Information, 1941. Pp. 27. Free); F. D. Roosevelt, *My Neighbors of Canada* (Ottawa: Wartime Information Board, 1942. Pp. 4. Free); *Canada Calls You* (Ottawa: Canadian Travel Bureau, Department of Transport, 1940. Pp. 56. Free); free material from Canadian National Railroad, 673 Fifth Avenue, New York; "Our Northern Neighbors," *Building America*, Vol. VI, No. 6 (New York: Americana Corporation, 1941. Pp. 32. 30¢).

Britain: *A People at War: Life in Britain Today* (1943. Pp. 69) and other free material from British Information Services, 30 Rockefeller Plaza, New York; J. F. Green,

The British Empire Under Fire (cited in Unit V); America in a World at War Series (New York: Oxford University Press. Pp. 32 each. 10¢ each), No. 1, James Truslow Adams, *An American Looks at the British Empire* (1940) and No. 21, Harold Callender, *The Enigma of the British* (1942); R. L. Buell, *The United States in a New World: 1. Relations With Britain*, supplement to *Fortune*, May, 1942 (*Fortune Magazine*, 9 Rockefeller Plaza, New York. Pp. 130. Free).

UNIT IX, Problems of a Lasting Peace.
Students showed much interest in discussing the possibility of making a just and lasting peace. They considered the role that the United States should take in the postwar period, the problems of reconstructing the devastated areas, the treatment which should be given Germany and Japan, and possible plans for permanent international cooperation.

Many free and inexpensive pamphlets are being published on this topic, but much of the material is too difficult for tenth grade students.

More capable readers can use some of the material listed in the bibliography of Problems in American Life Resource Unit No. 15, Max Lerner and Herbert J. Abraham, *International Organization After the War: Roads to World Security* (Washington: National Council for the Social Studies, 1943. Pp. 56. 30¢). Many of the broadcasts of the Social Science Foundation, University of Denver, have been on postwar problems of peace. A teacher can obtain these free, regularly. Transcripts of the thirteen broadcasts of For This We Fight, June 5-August 28, 1943, are 50 cents from the Commission to Study the Organization of Peace, 8 West 40th Street, New York; "America and the Postwar World" is the supplement to the *New Republic* for November 29, 1943 (Pp. 28. 10¢); *Toward New Horizons*, No. 1, *The World Beyond the War* (1942. Pp. 15), No. 2, *Proposals for a Free World* (1943. Pp. 20), and No. 3, *The Peace For Which We Fight* (1943. Pp. 29), published by OWI, free, were usable; *Treatment of Defeated Enemy Countries: Germany* (Universities Committee on Post-War International Problems, 40 Mt. Vernon Street, Boston, 1943. Pp. 17. 5¢); Preston W. Slosson, *After the War—What?* (Boston: Houghton Mifflin, 1943. Pp. 86. 56¢); *Education and the People's Peace* (Educational Policies Commission, 1201 Sixteenth Street, N.W., Washington, 1943. Pp. 58. 19¢); *Essential Facts in Regard to the League of Nations, the World Court and the International Labor Organization* (League of Nations Association, 8 West 40th Street, New York, 1943. Pp. 48. 10¢); Wake Up America Broadcasts No. 153, Frank Bohn, William Hillman, and Norman Angell, *What Should be Done With Conquered Germany*, and No. 154, J. W. Vandercook, John Goette, and Hallett Abend, *What Should Be Done With Conquered Japan* (American Economic Foundation, 295 Madison Avenue, New York, 1943. Pp. 12 each. 10¢ each); *Towards Greater Freedom: Problems of War and Peace* (New York: Commission to Study the Organization of Peace, 1942. Pp. 80. 15¢).

BIBLIOGRAPHY FOR TEACHERS

There are many materials which are extremely valuable to the teacher who desires to make adaptations in the world history course.

American School of the Air: Teacher's Manual, contains lists of materials on topics broadcast. Obtain from Educational Director of local CBS Station, 1944-45. Pp. 94. Free.

The *Booklist*, published twice a month by the American Library Association, lists free and inexpensive pamphlet materials. \$3.00 annually. Lists of material on Canada, Latin America, China, and the Far East in the June, 1943, *Booklist* can be obtained from the American Library Association, 520 North Michigan Avenue, Chicago. 25 cents.

A catalog of materials can be obtained from New Tools for Learning, 280 Madison Avenue, New York. Free.

Civic Leader, a publication of Civic Education Service sent to teachers whose students subscribe to the *Weekly News Review*, *American Observer*, or *Junior Review*, often contains valuable lists of materials. \$1.20 to others.

Clark, Evans, Ed. *Wartime Facts and Postwar Problems—A Study and Discussion Manual*. New York: Twentieth Century Fund, 1943. Pp. 136. 50 cents.

Committee on Materials for Teachers, American Council on Education. *The Teacher and International Relations*. Washington: American Council on Education, 1941. Pp. 19. 10 cents.

Dean, Vera Micheles. *United Nations Discussion Guide*. Washington: U. S. Office of Education, 1942. Pp. 14. Free.

Education for Victory, a biweekly bulletin published by U. S. Office of Education for \$1.00 a year, contains lists of new government materials as they appear.

Journal of the National Education Association lists new materials on the page called "War Guide."

A list of references on International Understanding in the Schools from the Research Division, National Education Association, Washington, is free; also, a list of films on Latin America is free.

Lists of government films and agencies which distribute them from Educational Division of Bureau of Motion Pictures, OWI, is free.

Myer, Walter E. and Coss, Clay, *Education for Democratic Survival*. Washington: Civic Education Service, 1942. \$1.50. Contains lists of books, pamphlets, and periodical materials.

New materials are also listed in *Social Education*, 1201 Sixteenth Street, N.W., Washington, and in *Social Studies*, 809 North Nineteenth Street, Philadelphia.

"Postwar World: Teacher's Guide to a Study Unit." *Scholastic Magazine*, 220 East 42nd Street, New York. Free to subscribers.

Problems in American Life Series, No. 15, *International Organization* (cited in Unit IX), No. 11, Friedrich, Carl and Edgerton, Ronald B., *War: The Causes, Effects and Control of International Violence*, No. 3, Ogburn, William and Weaver, Robert, *Man and His Machines*, each 30 cents; and Quillen, I. James, *Using a Resource Unit*, 10 cents, all published by the National Association of Secondary-School Principals and the National Council for the Social Studies, 1201 Sixteenth Street, N.W., Washington.

Ryan, Margaret F. *New Government Aids for Teachers*.

Washington: U. S. Office of Education, 1942. Pp. 2. Free. Script and Transcription Exchange of U. S. Office of Education distributes on free loan transcriptions on causes, issues, and aims of the war—16-inch discs, playable at 33 1/3 r.p.m.

Troelstrup, A. W. *Teaching War and Postwar Problems*. New York: Silver Burdett, 1942. Pp. 62. 15 cents.

War and Films, United Nations Information Office, 610 Fifth Avenue, New York. Free.

World War II and Its Background, a study outline. Ames, Iowa: Iowa State College Library, 1942. Pp. 31. 10 cents.

Among Us, a newsletter issued four times a year by the Research Division, National Education Association, contains very helpful material on Latin America and the Far East. Free.

Beust, Nora E., Lassalle, Eimile Sandsten, and Smith, Jean Gardiner. *Our Neighbor Republics—A Selected List of Readable Books for Young People*. Washington: Superintendent of Documents, 1942. Pp. 50. 15 cents.

Crawford, C. C. *Hemisphere Solidarity*. Washington: Superintendent of Documents, 1941. Pp. 23. 15 cents. A guide for teachers, outline and suggested activities.

Division of Inter-American Educational Relations, U. S. Office of Education, Washington, offers several bibliographies of materials on Latin America. Free.

Exhibits of books, pictures, handicrafts, and other materials on Latin America can be obtained on free loan from Division of Cultural Relations, Department of State, Washington.

Latin American Backgrounds, a bibliography of books. Research Division, National Education Association, 1201 Sixteenth Street, N.W., Washington. Rev. ed. 1941. Pp. 48. Free.

Perdew, Richard M. *A Study of Latin America for the Senior High School*. Washington: Division of Inter-American Educational Relations, U. S. Office of Education, 1942. Free. An outline and bibliography.

U. S. Office of Education. *Inter-American Friendship Through the Schools*. Washington: Superintendent of Documents, 1942. Pp. 60. 15 cents.

Bibliographies on the Far East from the U. S. Office of Education, 1943. Free.

Arndt, C. O. *The Far East*. Pp. 11.

Arndt, C. O. *The Far East—Annotated Sources for Curriculum Materials*. Pp. 14.

Gray, Ruth A. and Arndt, C. O. *An Annotated List of Inexpensive Books and Pamphlets on the Far East*. Pp. 10.

McCabe, Martha R. *An Annotated List of Periodicals on the Far East—For Teachers and Librarians*. Pp. 9.

Committee on Asiatic Studies in American Education, 744 Jackson Place, Washington—lists of pamphlets and films.

Pitkin, Victor and Colvin, Wilson, *Studying China in American High Schools*. United China Relief, 1790 Broadway, New York, 1942. Pp. 16. 5 cents. Prepared by Harvard Workshop for Committee on Asiatic Studies.

Why There Is a War in the Far East, a study unit, free on loan from U. S. Office of Education, 1943. Pp. 20.

The Problem of the Mental Demobilization of the Soldier

Laurence E. Leamer

SOCIAL educators dare not overlook the problem of the returning veteran, for the impact of several million men cannot help but be felt by society in general. Legislators are providing educational opportunities and vocational possibilities for those of us serving the country in uniform. But who is considering the "mental demobilization" of the soldier?

Current publications are tending to over-emphasize the extent, intensity, and uniformity of attitudes produced by war among the servicemen. When men of diverse backgrounds join in an undertaking which is tremendous in scope and provides a gamut of experience, one can hardly expect uniform resultant attitudes. Even the individual soldier may not have clear-cut opinions since he has shared in varied experiences which influence him in different directions.

The fact that is significant for social action is this: the typical soldier, because of the heterogeneity of his associates, because of the extensiveness of his travels, and because of the very intensity of his daily life, is potentially a changed individual. But most important, it seems to me, is that these experiences will not alone predetermine his attitudes in the postwar period. Any overt expression will result from the dynamics of the postwar environment itself.

CONFLICTING CONVICTIONS

FOR the present, let us examine some of the potential bases for postwar attitudes whose origins have been much more fully explored by current publications. I shall list a few examples to show these beliefs are often diverse and at times even diametrically opposite. The first of

each pair I have found most prevalent among the GI's I have known.

I. Attitude towards the Negro

- A. Intensified racial intolerance produced by resentment of the fact that English, French, and Australian white girls dated Negroes as equals
- B. Increased tolerance and respect which is a product of fighting side by side and of the heroism of Negroes especially in supply units.

II. Attitude towards a class system

- A. Resentment of any stratification due to dislike of the military caste-like order with its control of the inferior by the superior, with its lines of authority which effectively hide responsibility, with its social segregation of ranks, and with its resistance to interclass mobility
- B. Resolution to oppose any action endangering or altering the prewar social structure—an attitude stimulated by dissatisfaction with their position in the army structure and with their new associates from other civilian levels.

III. Attitude towards the potential effectiveness of the individual in social action

- A. A fatalistic attitude that the individual is impotent against the inevitable trend of events, caused by living a life in which survival depends on chance
- B. An optimistic attitude produced by being a member of a winning organization.

IV. Attitude towards the potentiality of an effective political body

- A. Belief that politics is corrupt and inefficient, generated by lack of tact displayed by important people in their dealings with servicemen and by the vacillating draft and demobilization policy
- B. Feeling that American politics, though not ideal, is better than any other.

V. Attitude towards our proper international role

- A. Isolationism caused by the failure of the army to provide the soldier with an adequate understanding of the objectives of the war
- B. Internationalism due to idea that we must play a positive international role to prevent recurring war.

The most strongly held belief among the soldiers is the positive feeling that the physically and occupationally deferred are their antagonists. The veteran, whether or not he has seen combat, is sure that the man who stayed in his civilian job stands firmly in opposition to the veteran's best interests. The attitude ranges from those

This analysis of the attitudes of men now in service and of the implications of these attitudes for postwar education in citizenship comes from an instructor in the social sciences at the University of Chicago, now serving in the Armed Forces overseas.

who would fight the man who stayed at home to those who merely feel that they are glad that they have played at least a minor role in this struggle. I am sure it is not possible for civilians to realize fully just what the serviceman has sacrificed, but it is vital that they appreciate and plan for the returning serviceman if society is not to suffer from these potentially dangerous men. Remember that they are ripe followers for the man on horseback. The leaders in the post-war world must bridge this gap of misunderstanding to unite both factions in the pursuit of truly democratic objectives. Teachers of social studies would do well to prepare themselves to aid in alleviating this emergency.

ROLE OF SOCIAL EDUCATION

BUT what can be the positive role of the social educator in the "mental demobilization" of the servicemen?

First, we should ask ourselves why our instruction served so poorly this generation of fighting men. Realistically, the American soldier found himself in a new culture utterly devoid of historical background with which to understand its origins, completely without the capacity to appreciate the social phenomena about him, and hopelessly warped by his own ethnocentric ideas. Thus, if we are to aid the future world citizen and perhaps the next group of fighting men to be better equipped for the experience of living in a diverse culture, we must make social studies more functional.

Second, as already indicated, social educators must assume an active civic role. Those social science teachers who themselves are veterans should not isolate themselves from the veterans' organizations purely because of a traditional notoriety, for effective leaders of thought must lead through the established channels. The veterans' organizations will be powerful in the post-war world. The value of their contributions will be determined by the leadership.

—Third, we social educators must start now to prepare for an expanded adult education program to accommodate the servicemen. If we want this democracy preserved, the minds of the servicemen must be imbued not only with the proper type of patriotism but also with a genuine feel-

ing of tolerance and respect for all others. If the social scientists capitalize on their opportunities, the mental demobilization of these millions of soldiers will ensue with no bad results.

Fourth, we must grasp the opportunities for social education provided by the period of occupation. Potentially, there is a unique opportunity to serve these men when they are so far from home. It seems to me that this period will do one of two things. Either it will make the soldier bitter and resentful because he feels he is doing more than his part or, if properly planned for, it could make him see with clear perspective just why this holocaust was inevitable as long as man refused to play a significant role in the international sphere.

Fifth, as social educators, we must recognize the reality of the veterans' group and think through the problem of democratic action in a state with what is equivalent to a majority faction made up of servicemen and their supporters. There are possibilities of encouraging significant political action by calling attention of the veterans to changes which they may desire because of benefits to themselves but which would serve ultimately as social gains. The soldier wants effective educational opportunity, job security, adequate old age pensions, and easier credit facilities. All of these would be giving the veterans no more than their due, and yet who would deny that they would profit this democracy?

IN SUMMARY, any program for the mental demobilization of the veteran must first recognize the realities of the changes wrought in man by war and must sense that perhaps more than the experience of war itself the events of the postwar years will determine what attitudes must be demobilized. Secondly, as social scientists, we must study how these expressed values are consistent among themselves and with the values necessarily associated with the liberal democratic traditions, and must seek to reveal means to the attainment of the selected ends. Finally, as social educators, our role should be partially one of leadership in a program to attain those ends and partially one of teacher helping not only veterans but also non-veterans to comprehend the findings of social scientists.

The AAF Convalescent Training Program As Social Education

Eugene J. Taylor

DURING the past three years the impact of war and preparation for war has been great in the field of education. Much has been written on the effects of this impact not only in meeting the problems of the returning veteran, but in the effective utilization of the research accomplished and knowledge gained in the philosophy, methods, and procedures of good teaching. The greater part of these new concepts and practices in teaching methods have been in the content fields of technical and vocational training. This has, of course, been due to the fact that the first duty of any army is combat, and the soldier going into combat needs technical training and specialized military skills more than he needs immediately some of the broader aspects of social education.

The needs for social education, however, have been recognized by the armed forces and there is considerable discussion on that subject among educators. Here we are considering specifically the needs of the returning war casualty in terms of what is being done within the armed forces, and what can be done by civilian schools and colleges, through the medium of social education toward meeting these needs.

Particularly in the Army Air Forces we have had a preview of some of the needs and problems in the field of social education for the returning veteran. The Army Air Forces had its "D" Day on December 7, 1941, for since Pearl Harbor our airmen have been in close and frequent combat with the enemy. That combat has of necessity meant casualties and, consequently, the Army Air Forces, since the start of the war,

have been dealing with returning casualties, first in small and then in increasing numbers. Our experiences in the realm of social education, however, have involved more than the returning casualty.

FOR more than twenty months the Army Air Forces has been engaged in a program of physical and mental reconditioning of sick soldiers. It was started in December, 1942, when, although every man-hour of training in the Army Air Forces was unbelievably important and although our flying and technical schools were operating twenty-four hours a day, thousands of men sat in hundreds of hospitals waiting for nature to send them back to full duty. Their definitive medical care had been completed and now during this period of convalescence these men had nothing to do but sit and wait. They waited, and they often waited for a long time. In the army a man is either "sick in a hospital" or on active duty; there is no in between period as in civilian life where a man is told by his doctor to "go home and take it easy for a few days." Full duty is arduous, strenuous duty in preparation for combat, and before the soldier is discharged from the hospital he must be ready physically for long and strenuous hours of activity.

Designed for a dual mission, the Army Air Forces Convalescent Training Program had two objectives: first, to send the soldier back to duty in the best possible physical condition in the shortest possible time; and second, to teach the soldier-patient something that would make him a better fighting man and a better citizen. With the inception of this program, physical activity and education became as much a part of the doctor's prescription as drugs and diet. Muscles were not permitted to become weakened through inactivity, for reconditioning exercises started the moment the acute illness of surgery was terminated. Minds did not become stagnant. Time for-

The treatment of casualties involves more than healing bodies. This account of the program of the Convalescent Training Division of the Army Air Forces was presented at the Cleveland meeting of the National Council by a second lieutenant in the Division.

merly wasted in reading comic books and adventure stories was spent purposefully. The classroom was moved into the wards and instruction was brought to the bedsides. Training films, radio code, chemical warfare demonstrations, and lectures and discussions on social and economic problems of the postwar world became a regular part of the hospital day. Our hospitals became a combination of the school, the gymnasium, the summer camp, and the town hall.

Our soldier-patients were busy. They were spending their time purposefully and profitably, and they liked it. Studies show that over 40,000,000 man-hours of heretofore wasted time has been spent in physical and educational activities in our hospitals. Our teaching rate at the present is in excess of three million man-hours per month. The medical results in reduced hospital readmissions, decreased length of hospitalization, and the improved physical condition of the individual patient are now a matter of published medical records. But no measurement can be applied to the effect this program has had on the morale and spirit of the men in our hospitals.

AUDIO-VISUAL PROGRAM

IN THE specific field of social education we have utilized all methods of teaching and learning. All of our hospitals are equipped with sound-movie projectors and portable screens. Both groups of ambulatory patients and bedridden patients in the wards have an opportunity to see not only the excellent orientation films such as "Battle for China," "Battle for Russia," "Prelude to War," "Divide and Conquer," and "The Nazis Strike," but also a well rounded and selected group of the better travel, industrial, and commercial films. Newsreels and the latest as well as old issues of "March of Time" are shown regularly. At all screenings an honest attempt is made to provide an adequate overview prior to the film and to follow it with an informal discussion of the salient points presented. As the great majority of the men engaged in this teaching and training are men with formal training and experience in the field of education, our efforts to utilize films effectively are probably parallel with those of civilian schools and colleges. It may be of passing interest that we have found that men with teaching experience on the secondary level, preferably in smaller schools, have proved of more value to us than the academician or scholar.

Ninety per cent of our hospitals have central

sound systems with outlets on all of the wards so that newscasts, broadcasts of an educational or historical nature, and transcriptions can be brought to the patients. Radio stations and nearby educational institutions have been more than generous in making available to our hospitals hundreds of transcriptions. These together with those especially prepared by military agencies provide us with audio-aids which I believe surpass those used in most schools today.

DISCUSSIONS, LECTURES, COURSES, TRIPS

BECAUSE of the smaller numbers of men involved in individual hospital programs as compared with the large numbers of men involved in regular training, and because of the informality created by the hospital atmosphere, group discussions have been one of the bulwarks of our social-education program. Utilizing pamphlets especially prepared by the armed forces, publications of governmental and semi-public agencies dealing with the social studies, our extensive libraries and numerous periodicals, a host of topics are covered. Patients with experience and background are frequently utilized in these, as in all classes, as instructors or discussion leaders.

An attempt is made to keep the lecture type of presentation at a minimum. However, patients with unusual experiences, guests from nearby educational institutions and civic organizations, and frequently notable figures in the fields of foreign relations, labor, economics, business, and social problems speak to the classes. In several hospitals one of the most popular classes is called "The Lecture Forum" where men from overseas relate their experiences.

Our hospitals work in close cooperation with the United States Armed Forces Institute, not only by enrolling students in extension classes for high school and college credit, but by using their self-teaching textbooks as classroom texts for group use. Through this medium it is possible for any soldier-patient to enroll and study in practically any of the specialized fields of the social sciences. A large number of the complete libraries, with titles of both a wide and specialized interest, originally purchased by the Army for use in the Army Specialized Training Program, have recently been placed in hospitals.

Field trips to nearby army installations, geographical and historical points of interest, industrial plants, and special projects are held frequently so that the resources of the community and the area in which the hospital is situated

are utilized as much as possible.

In short, although social education is only a portion of the extensive training program given in Army Air Forces hospitals, it is a phase that is recognized and is taught insofar as is practicable in accordance with the newer concepts in the field of education.

PERSONAL AND ROUNDED PROGRAM

THE underlying philosophy of this Convalescent Training Program since its inception has been treatment of the individual soldier-patient as a person and not as a serial number. As the patient's medical needs are analyzed a program of instruction is built around those individual needs and abilities. Our concept of treatment is treatment of the whole man.

The practical application of this philosophy of treatment of the whole man, which is highly familiar to educators who have long been sympathetic with progressive education, has reached its highest achievement in the AAF Convalescent Hospital. These installations, new in the realm of military hospitalization, were activated in the summer of 1943. Here the hospital staff functions as a team with the family doctor as the captain. Medical specialists, physical therapists, psychologists, occupational therapists, educators, athletic trainers, vocational guidance experts, and social service workers all work as members of that team to provide physical reconditioning, psychological adjustment, education, vocational guidance, and resocialization.

THE ROLE OF SOCIAL EDUCATION

THE part that social education can and does play, particularly in the realms of psychological readjustment and resocialization, is of prime importance. When a man enters the army he is thrown into an entirely new environment and loses contact with many of the influences which have been controlling factors of his behavior. He no longer comes in close contact with any of the social institutions familiar to him in civilian life. His attitudes, habits, and values during civilian life were built largely on his day-to-day associations with these institutions of social life. In the army he no longer comes in close contact with those social institutions and, therefore, he is forced because of factors in his new environment to adopt a new set of attitudes, values, and habits. When he leaves this country to enter a theater of operations his contacts with these stabilizing factors become even less, and as a result those attitudes, values, and habits are

altered by the folkways and mores of his even more restricted fields of interests.

The army has done a splendid job of keeping the man in combat tied as closely as possible to his home. Our improved mail systems, communications, orientation programs, and similar factors have made home seem a lot closer to the fighting man of today than it was to the soldier of twenty-five years ago. But Aachen, Leyte, and Bologna are not Cleveland, Pasadena, and Kansas City. The environment is different, the life is different, the daily objectives in life are different, and it only follows that a man's thinking, his behavior, his concepts, his ideas, and his values are different. When a man is wounded and goes to the hospital, there is a further strain placed upon him. He has lost contact with the men who have to a large degree replaced his civilian associations.

Regardless of the fine medical care that the casualty receives before his evacuation, he is still a different man than when he went into the army, a different man than when he went into combat, a different man than before he was wounded. He is not necessarily an operational fatigue case; he is not necessarily a psychiatric casualty. His mental and moral fibre may be as tough or even tougher than before. But he has been out of touch with the normal activities of his normal civilian life. He has lost touch with his past. Of necessity his attitudes, values, and habits have changed.

In the restoration of these attitudes, habits, values, and concepts accepted by American society, social education must and can play its most important part. Our casualties may need physical reconditioning, they may need definitive medical care, they may need physical therapy, occupational therapy, or vocational guidance; but they also need a broad and comprehensive program of planned social education so that they may upon discharge from the army take their places as self-respecting, self-sustaining, contributing members of their communities.

This can be done and is being done in the Army Air Forces Convalescent Training Program. Major General David N. W. Grant, the Air Surgeon, and Colonel Howard A. Rusk, Chief of the Army Air Forces Convalescent Training Division, are making a reality of the program of General Arnold that the *debt of disability shall be paid in the currency of opportunity*. Social education, both within and out of the armed forces, can and must play an integral part in the fulfillment of this obligation.

Notes and News

National Council Committees

The personnel of standing committees of the National Council for the Social Studies, with the exception of the Public Relations Committee, is given below. Each member of these committees is appointed for a three-year term. The year following each committee member's name designates the date of expiration of his term.

Academic Freedom

Ruth West, Spokane, Washington, chairman, 1945
Bessie L. Pierce, University of Chicago, 1945
Orlando W. Stephenson, University of Michigan, 1946
Robert M. LaFollette, Ball State Teachers College, Muncie, Indiana, 1947

Audio-Visual Aids

William H. Hartley, State Teachers College, Towson, Maryland, chairman, 1947
Leland March, Westwood, New Jersey, 1945
James Ruffo, New Orleans, Louisiana, 1945
L. Paul Todd, State Teachers College, Danbury, Connecticut, 1945
Kenneth B. Thurston, University of Indiana, 1946
Edward Krug, University of Montana, 1946
John G. Read, Rhode Island College of Education, Providence, 1946
Roy A. Price, Syracuse University, 1947
D. C. Rucker, Springfield, Missouri, 1947
Liaison Representative to the Junior Town Meeting League, Allen Y. King, Cleveland, Ohio

Auditing

Ellis F. Hartford, Navy Department, Washington, chairman, 1945
Ethel DeMarsh, Milwaukee, Wisconsin, 1945

Civic Education

Julian C. Aldrich, State Teachers College, Maryville, Missouri, chairman, 1946
Reuben R. Palm, Los Angeles County, California, 1945
Robena Pringle, Topeka, Kansas, 1945
Howard White, Miami University, 1945
Franklin Burdette, Indianapolis, Indiana, 1946
Douglas Ward, U.S. Office of Education, 1946
Millicent Haines, Lockport, New York, 1947
John W. Ray, Erie, Pennsylvania, 1947
George H. Slappey, Atlanta, Georgia, 1947
Special Sub-Committee on Intercultural Education, 1945
Stanley Dimond, Detroit, Michigan, chairman
Clarence I. Chatto, Springfield, Massachusetts
Wilbur F. Murra, Washington, D.C.
William Van Til, New York, New York

Curriculum

W. Linwood Chase, Boston University, chairman, 1945
Cecelia Howe, Janesville, Wisconsin, 1945
Alice Miel, Teachers College, Columbia University, 1945

Edwin M. Barton, Elizabeth, New Jersey, 1946
Paul Hanna, Stanford University, 1946
J. Granville Jensen, Rhode Island College of Education, Providence, 1946
Mary Adams, Baltimore, Maryland, 1947
Reverend Thomas J. Quigley, Pittsburgh, Pennsylvania, 1947
Warren Seyfert, University of Chicago, 1947

Executive

Mary G. Kelty, Washington, D.C., 1945 (*ex officio*)
Erling M. Hunt, Columbia University (*ex officio*)
Howard E. Wilson, Harvard University, 1945

Finance

Howard E. Wilson, Harvard University, chairman, 1947
J. W. Baldwin, University of Texas, 1945
I. James Quillen, Stanford University, 1945
Ruth West, Spokane, Washington, 1946
Allen Y. King, Cleveland, Ohio, 1946
Edgar B. Wesley, University of Minnesota, 1947

International Relations

I. James Quillen, Stanford University, chairman, 1947
Richard W. Burkhardt, Harvard University, 1945
Ella A. Hawkinson, State Teachers College, Moorhead, Minnesota, 1945
J. E. Pierce, State Teachers College, Montgomery, Alabama, 1945
George W. Hodgkins, Washington, D.C., 1946
Ethel K. Howard, Lakewood, Ohio, 1946
Robert E. Keohane, University of Chicago, 1946
Julia Emery, Wichita, Kansas, 1947
Theodore D. Rice, Michigan Secondary School Curriculum Study, Lansing, Michigan, 1947

Nominations

Harold Long, Glens Falls, New York, chairman, 1945
Paul Seehausen, Indianapolis, Indiana, 1946
Allen Y. King, Cleveland, Ohio, 1947

Publications

Roy O. Hughes, Pittsburgh, Pennsylvania, chairman, 1947
Elaine Forsyth, Ellensburg, Washington, 1945
Chester Babcock, Seattle, Washington, 1946

Resolutions

Howard R. Anderson, Cornell University, chairman, 1945
Hazen E. Nutter, University of Florida, 1945
Robert H. Reid, Great Neck, New York, 1945

Illinois

The December issue of *The Councillor* is concerned chiefly with intercultural and intergroup relations, but also reports the existence of two Junior (pupils') Councils for the Social Studies and the work of the executive board, of committees, and of local councils.

Louisiana Annual Conference

The Third Annual Conference on the Social Studies was held at Louisiana State University, Baton Rouge, on January 12 and 13, with Erling M. Hunt as speaker. The Conference was sponsored by the Louisiana Division of the National Council, the College of Education, and the General Extension Division of Louisiana State University, with effective cooperation from the State Department of Education. May Lee Denham, Lillian Oleson, and Spencer Emmons, State Supervisor, collaborated in planning the program and local arrangements. It is hoped that several district groups can be organized soon in Louisiana.

Detroit Social Studies Institute

The sixth annual social studies institute sponsored jointly by the Department of Social Studies of the Detroit Public Schools and the Metropolitan Detroit Social Studies Club, held in Detroit on February 3, was attended by approximately 500 social studies teachers including a number from the schools of Windsor, Ontario. Three sessions were woven around the theme: "We Study the World." Herbert Abraham, Educational Consultant to the Department of State in Washington, spoke on "Plans for a World Organization," and T. F. M. Newton of the Canadian Wartime Information Board in New York on "Canada—Our Neighbor to the North." Six study and discussion groups considered "Our American Neighbors to the South"; "American-Russian Relations"; "Plans for a World Organization"; and "The Middle Grades Look at America's Part in the World of Tomorrow." Several specialists participated in these discussions. At the luncheon session Howard E. Wilson of Harvard University spoke on the subject "Textbooks and International Understanding."

The institute was planned by Madeline McGurk, president of the Metropolitan Detroit Social Studies Club, Elsie M. Beck, supervisor of social studies and secretary-treasurer of the Social Studies Club, and C. C. Barnes, divisional director of social studies in the Detroit public schools and Wayne University.

Missouri

The *Missouri Social Studies Bulletin* for January again gives much attention to the proposed new constitution for the state, in the consideration of which the Council has provided much effective leadership. In addition to circulating

materials to teachers, 60,000 booklets for students have been distributed.

Dallas District Council

A dinner meeting of the Dallas District Council was held on January 16, at which Erling M. Hunt spoke on "Needed Adjustments in the Social Studies." Myrtle Roberts, member of the National Council Board of Directors, and W. L. White, assistant superintendent in charge of Dallas high schools, cooperated with the District Council officers in planning the meeting.

The officers are Dorothy Gerlach, president; Ruth Curtis, vice-president; Aline Walker, secretary; Berry Lee Stewart, treasurer; Zoe McEvoy, chairman of the membership committee.

Proposed New Councils

The possibility of establishing local councils of the social studies is being explored in several cities following recent meetings on "Needed Adjustments in the Social Studies Program" in which the National Council cooperated. The cities are:

Cincinnati, Ohio, where Merrill F. Hartshorn spoke on January 19 and 20, at meetings arranged by G. H. Reavis;

Louisville, Kentucky, where Merrill F. Hartshorn spoke on January 18, at a meeting arranged by Joe C. Howard;

Chattanooga, Tennessee, where Mr. Hartshorn spoke on January 24-25 at sessions arranged by Jack Henderson;

Knoxville, Tennessee, where Earl C. Ramer arranged a meeting at the University of Tennessee on January 23 at which Mr. Hartshorn was also the speaker; and

Houston, Texas, where Erling M. Hunt spoke at meetings at the University of Houston arranged by A. L. Kerbow, and at which Professor Kerbow and Mabel Cassel, director of curriculum in Houston, were requested to organize a local council.

In Educational Journals

Student government receives attention in both the December and January issues of *Clearing House*. In the former, Earl C. Kelley of Wayne University reports on "How Student Government Functions in 448 Schools," including public and private, elementary, secondary schools, and colleges. Methods of electing members, frequency of meeting, powers and duties, and frequency of overruling of the councils are tabulated. In the January number John M. Brewer

proposes "Three-Branch Student Government," and outlines appropriate duties for a legislative council, an executive cabinet, and a judicial board.

"How the Student Council Solves Problems" is described by Paul E. Elicker in the *Bulletin* of the National Association of Secondary-School Principals for October. A range of council problems and activities is indicated, and the extent of council power considered.

"Essentials for Student Participation in School Government"—definite responsibilities and authority, democratic budgetary procedures, encouragement of student initiative, discriminating voting in elections, for example—are analyzed in *High Points* for December.

Student opinion, as reflected in a 26-item test administered in March, 1942, 1943, and 1944, is reported by Louis Shuker in "Citizenship Attitudes in a City High School," in *High Points* for January. The items are listed, and responses tabulated by grades for each of the three years. Student backgrounds (Long Island City; mostly children of recent immigrants) are analyzed, conclusions are drawn, and lessons pointed.

Intercultural education continues to receive needed attention in educational magazines. The *Intercultural Education News* for January carries Stanley E. Dimond's "Detroit Uses School Committees": (1) an Administrative Committee on Intercultural-Interracial Education, including administrators, supervisors and teachers of different racial, religious, and nationality backgrounds; and (2) Intercultural-Interracial Committees in individual schools. The committees interact and have sponsored a variety of projects. Measures and procedures particularly applicable to parents and the community, to teachers and supervisors, and to pupils are described by I. O. Gimprich in *High Points* for December. The common element in the three areas is group activities.

The January issue of *American Unity* includes "The Open Mind," by John Granrud, superintendent of schools in Springfield, Massachusetts, and "The Contributions of Workshops to Intercultural Education," by Hilda Taba of the University of Chicago. "The Springfield Plan" is

described in the January number of *The School Executive* by Donald G. Gifford of the Springfield Public Schools.

The Jew in the Postwar World is the subject of the January *Journal of Educational Sociology*.

The quarterly *Journal of Negro Education* deals in each issue with problems and contributions of the Negro in American life. The Winter, 1945, number is concerned in part with postwar educational opportunity, full employment for Negroes, the impact of African music on the western hemisphere, and developments in Negro education. War and postwar trends in employment of Negroes are also discussed in the January *Monthly Labor Review*.

Teen-age youth in the wartime labor force is the subject of a statistical study reported in the *Monthly Labor Review* for January. "The group of teen-age boys and girls has supplied more additional wartime workers than any other group in the population of the United States. . . . There were close to 5 million 14-19 year old youths in the civilian labor force in April 1944 and an additional 1½ million in the armed forces—a total of 6½ million. . . ."

Testing a sense of chronology in modern and in American history is described by Sidney Barnett of the High School of Music and Art, New York City, in January *High Points*. Ten type questions are printed. All attempt to test mastery of "significant cause-effect relationships."

Peacetime Military Training

Sourcebook on Peacetime Conscription is the title of a 52-page pamphlet prepared by the American Friends Service Committee, 20 South Twelfth Street, Philadelphia 7. Among the topics discussed are "Conscription as a Military Necessity," "Conscription and Democracy," "Education and Conscription," "Conscription and Health," and "Conscription and World Peace." The price is 25 cents for single copies.

A bibliography on "Compulsory Military Training" appears in the February 3 issue of *Education for Victory*. Arguments on both sides are presented in the articles and other publications which are listed and well annotated.

Pamphlets and Government Publications

Leonard B. Irwin

International Problems

Since 1939 France has become one of the world's tender spots. An easy prey to German military might and the victim of defects in its own political and economic system, it seems destined to play a secondary part in postwar policy making while retaining its ancient ability to provide problems for the greater powers. *France: Crossroads of a Continent*, by Helen Hill Miller (Foreign Policy Association, 22 East 38th Street, New York 16. 25 cents) can be strongly recommended to those Americans who wish a compact and up-to-date analysis of the French situation. After presenting a geographic and historical review of the country, it shows graphically the seeds of discord which bore the fruit of defeat. It stresses the various elements of the population which ran counter to national interests and produced the fluid and corrupt politics so evident before the war. A considerable portion of the pamphlet deals with France as a colonial power, past and future, and the last chapter presents clearly the line-up of conflicting interests which will complicate postwar economic and political reconstruction. The booklet is most readable and is amply illustrated with maps and graphs.

The general history of the Palestine question, and particularly of American attitudes toward it, is the subject of a 100-page pamphlet called *American Policy Toward Palestine*, by Carl J. Friedrich (Public Affairs Press, 2153 Florida Avenue N.W., Washington 8. \$1). The author says that "American policy toward the National Home was defective and has aggravated the Palestine problem." He summarizes our past attitude as one of passive indifference toward British failure to carry out the Balfour Declaration which we had originally supported. He concludes with a series of recommendations for a policy based on the complete freedom of movement for people and goods in and out of Palestine. The latter half of the booklet contains the texts of pertinent documents and international agreements.

Yugoslavia and Italy, by J. B. Tito (Marshal Tito) Josip Smodlaka, and Fran Barbalich (United Committee of South-Slavic Americans,

1010 Park Avenue, New York 28. 5 cents) contains three articles presenting the Yugoslav side of the Italo-Yugoslav boundary dispute. There is a foreword by Louis Adamic who points out that the dispute may have considerable international significance after the war.

Students of economic problems will be interested in J. B. Condliffe's *The International Economic Outlook* (Committee on International Economic Policy, Room 1909, 205 East 42nd Street, New York 17. Free). The author presents a brief but scholarly discussion of the principles upon which postwar economic security must be based. The principle of equal trading opportunity must be re-established; healthy markets and a stabilized exchange system must be set up. The first problem of importance will be the restoration of equitable property rights in liberated areas, together with measures to prevent inflation. The author foresees a greatly expanded world trade, resulting from increased scientific knowledge and the further extension of large-scale machine manufacturing, and he warns against the effort of any nation to preserve its "existing pattern of industrial specialization against the competition of more effective methods of production based upon superior techniques developed elsewhere."

An interesting plea for an enlightened international policy in postwar Asia is *The Future of the Far East*, by Harry Paxton Howard (Post War World Council, 112 East 19th Street, New York. 10 cents). The argument is made that the causes and subsequent success of Japanese aggression in Asia were due to the capitalistic imperialism of the Western nations in the Orient. The author holds that the only permanent security that is possible in Asia must come from the ability of the people there to order their own affairs, uninfluenced by the politics or economic pressure of other nations. The principles of the Monroe Doctrine must be allowed to operate in the Far East, and there must be an end to the old policy of playing Japan and China off against each other. That American economic interests need not suffer under such conditions, the author claims, is proved by the fact that we have been able to secure and maintain over 90 per cent of our foreign investments, in the Western

Hemisphere, without the aid of gunboats or imperialistic pressure.

Cartels and International Patent Agreements, by Leisa G. Bronson (Library of Congress Legislative Reference Service, Washington) is a mimeographed booklet of 96 pages, and forms a detailed and painstaking study of the subject. The history of cartels, their relation to the two world wars, and the place of such organizations in the postwar world are all examined. The booklet is well documented with a variety of secondary source material.

The Dumbarton Oaks Conference of last October was an historic event, whether or not its program is eventually the basis of a postwar world organization. As is often the case with such proposals, public thinking tends to become hazy on the details of the affair, while the name becomes a sort of catchword to cover almost any kind of permanent peace program. A brief and competent summary of just what was and was not agreed upon at the conference is provided in *Proposals for the United Nations Charter: What Was Done at Dumbarton Oaks*, by Clark M. Eichelberger (Commission to Study the Organization of Peace, 8 West 40th Street, New York 18. 10 cents). It also describes some of the autonomous agencies in the social and economic fields which have been set up or proposed. It makes a strong plea for American support in carrying out the program. An appendix provides the actual text of the agreement.

A 14-page guide entitled *Relief and Rehabilitation* has been prepared by the National Planning Association, 800 Twenty-First Street N.W., Washington 6, and is priced at 15 cents. The pamphlet states the main points of controversy in the field of international relief and rehabilitation and contains references to sources of material on the controversial question.

Domestic Issues

A problem of wide interest to Americans is the subject of *Price Control in the Postwar Period*, by Norman S. Buchanan (Committee on International Economic Policy, Room 1909, 205 East 42nd Street, New York 17. Free). The author believes that there is greater danger of postwar inflation than of widespread unemployment and depression and that some form of price controls will have to be retained. He believes that these controls need not be on all prices, nor will they need to be as stringent as in wartime. In some cases priorities and rationing may have to be retained. He believes that the most serious dan-

gers are that price control will be used for unsuitable purposes, and be continued for too long a time, thus discouraging enterprise.

A clear and forceful statement of the argument used by the opponents of conscription is found in a little leaflet entitled *Conscription and Conscience*, by A. J. Muste (American Friends Service Committee, 20 South 12th Street, Philadelphia 7. 5 cents).

Industry-Government Cooperation, by Carl Henry Monsees (American Council on Public Affairs, 2153 Florida Avenue, Washington 8. \$1.00) is a study of the subject expressed in its subtitle—"the participation of advisory committees in public administration." It is an authoritative survey of the current system whereby committees of citizens are appointed to work with the various war agencies, and gives an encouraging picture of how the democratic way is being used to promote war production. It indicates that we are forging a valuable weapon against the dangers of a powerful and arbitrary official bureaucracy.

Miscellaneous

The British Information Services (30 Rockefeller Plaza, New York 20) have recently issued an interesting little pamphlet called *Flying Bombs*. It is a very readable description of the robot bomb and the destruction of which it is capable. The pamphlet is illustrated with many photographs taken in England during 1944.

The same agency has also issued a calendar booklet called *1945*. Each double page contains a month's calendar, a large photograph illustrating an appropriate event of the war, and an apt quotation from history or literature. The effect is attractive and interesting.

Britain's Industrial Cities (British Information Services, 30 Rockefeller Plaza, New York 20. Free) is an attractive and interesting pamphlet describing for American readers the more important manufacturing districts of the United Kingdom. Ten cities are briefly described, and there are numerous photographs of each. Also included are maps and tables of Britain's production, imports, and exports. The booklet is well suited for classroom use.

Education in Conservation of our Natural Resources (Izaak Walton League of America, Hotel La Salle, Chicago 2. 10 cents) includes a series of talks on the history and future of conservation and its place in the educational program of our schools; these talks were given at the 1944 meeting of the Izaak Walton League.

Sight and Sound in Social Studies

William H. Hartley

Motion Picture Idea Contest

What pressing and persistent problems in American life today are most in need of analysis, definition, and clarification through the vital and dynamic medium of the educational motion picture? The Commission on Motion Pictures of the American Council on Education is seeking answers to this question through a Motion Picture Idea Contest for high school students. Contestants may submit synopses dealing with any problem which seems to them to be of paramount importance. Problems dealing with civil liberties, race relations, intolerance, immigration control, relations between employers and employees, isolationism, world peace, malnutrition, crime control, unemployment, housing, taxes, planned economy, pressure groups and propaganda are typical of the many phases of American life which might lend themselves to the medium of the motion picture.

In each synopsis the student should state which one of the problems now facing Americans is most in need of picturization. The student should then justify his choice and tell how he thinks this problem could be treated in a film. A contestant may submit any number of synopses. Each synopsis, however, should contain a separate idea and should be about 300 words in length.

The writer of the synopsis deemed best in the opinion of the judges will receive \$150 in war bonds. For the second best synopsis \$100 in war bonds and for the third best synopsis \$50 in war bonds will be awarded. Special awards of \$25 in war bonds will be given for each of the next ten outstanding synopses. The Board of Judges will consist of the members of the Audio-Visual Aids Committee of the National Council for the Social Studies. The contest closes at midnight, May 1, 1945.

Entries in the contest should be mailed to: Commission on Motion Pictures, American Council on Education, Yale Station, New Haven, Connecticut. All material submitted becomes the property of the American Council on Education. Synopses deemed suitable will be used as the basis for motion picture scripts to be submitted

to producers, with the possibility that they may be made into educational motion pictures.

The Commission on Motion Pictures of the American Council on Education is engaged in a five-year study of the problems growing out of the war and postwar periods and in determining, with the aid of several committees, what educational motion pictures are needed to help meet these problems. However, the Commission, and its collaborator in this contest, the National Council for the Social Studies, is of the opinion that high school students can and should contribute substantially in developing a series of motion pictures in the field of the social studies which will help to solve some of the complex problems of democracy.

Motion Picture News

A number of educational films are now being made available with Spanish sound track. Scripts for these films are obtainable from Division of Education and Teacher Aids, Office of Coordinator of Inter-American Affairs, Washington 25.

Walter O. Gutlohn Inc., 25 West 45th Street, New York 19, will send teachers a *Guide to Educational Films*, in which a large number of films are evaluated and classified by subject specialists. Especially interesting is the section devoted to world geography in 16-mm. sound and silent motion pictures.

A distinctly different type of motion picture projector is being placed on the market by Mills Industries Inc., 4100 Fullerton Avenue, Chicago 39. This machine, called the Sono-Vision, is a 16-mm. projector in a self-contained unit that eliminates the necessity for darkening the room. It contains all operating parts, projector, amplifier, speaker, screen, reels, and controls in one upright unit which may be wheeled to the front of the class. The cabinet is 72 inches high and occupies about 3 feet of floor space. The picture presented is 21x29 inches.

The films of Harmon Foundation, long one of the best sources of films on foreign lands, have now been taken over by the Religious Films Association, 297 Fourth Avenue, New York. A new catalog has been issued and will be sent upon request.

Recent 16-mm. Films

Bell and Howell Co., 1801-15 Larchmont Avenue, Chicago 13.

Courageous Mr. Penn. 9 reels (90 minutes), sound; rental, apply. Historical drama of the life of William Penn. Brandon Films, 1600 Broadway, New York.

Iran. 15 minutes, sound; rental, \$4. Old and new Iran. Nature of lend-lease installations.

Kazakhstan. 18 minutes, sound; rental, \$4. Picture of the Soviet Republic bordering on northern China.

People's Avengers. 55 minutes, sound; rental, \$15. The guerrilla fighters of Russia who fought behind German lines.

Sixty-ninth Parallel. 16 minutes, sound; rental, \$4. Allied Army escorted by Soviet fighting vessels arrives safely in a Russian port.

Ukraine in Flames. 56 minutes, sound; rental, \$15. Official Soviet films of Russia's fight to free the Ukraine.

Urals Forge Victory. 14 minutes, sound; rental, \$5. Industrial progress in the Urals, important source of Russia's power.

British Information Service, Film Division, 30 Rockefeller Plaza, New York 20.

Country Town. 16 minutes, sound; service fee. A day in a British market town.

Looking Through Glass. 18 minutes, sound; small service fee. Manufacture of glass in England.

Second Freedom. 17 minutes, sound; service fee. Social services of British Government.

V-r. 9 minutes, sound; service fee. A documentary on the robot bomb.

Office of War Information, Bureau of Motion Pictures, Washington 25. (Order from nearest film library, or write for nearest source.)

Air Pattern of the Pacific. 30 minutes, sound; service fee. Birth and growth of 13th Air Force in the Pacific theater.

Combat America. 63 minutes, sound, color; small service fee. Major Clark Gable's Air Force film.

Out of Bed into Action. 20 minutes, sound; service fee. Rehabilitation of hospitalized Air Force men.

Target for Today. 93 minutes, sound; service fee. Complete story of United States bombing mission.

U.S. Department of Agriculture. (Distributed through local film agencies.)

Food and Soil. 10 minutes, sound; service fee. Importance of soil and its conservation.

Wetlands. 10 minutes, sound; service fee. Location and nature of our wetlands. What shall we do with these lands?

Maps

Two interesting picture maps in full color are available at an extremely low price from Friendship Press, 156 Fifth Avenue, New York 10. One shows the location of the original Indian tribes of the United States. It sells for 25 cents a copy. The second is "A Picture Map of Southeast Asia," complete with a sheet of cut-outs and explanatory text. This costs 50 cents.

A pictorial air-age map entitled "Routes of the Flying Clipper Ships" will be sent free from American World Airways, 135 East 42nd Street,

New York. The map is lithographed in six colors, shows about 100,000 miles of global air routes, and is decorated with figures and symbols representative of various areas of the world.

A "War Map Kit," designed to help students follow our fighters on every far-off fighting front, is published by W. H. Waldron, 530 Thirteenth Avenue, Huntington, West Virginia. The kit consists of a world atlas, a defense map of the United States, a master world map, battle maps of vital areas, the Pacific, fighting flags of American liberty, and a handy vest-pocket atlas. The complete map kit costs \$1.50.

Something new in atlases has been developed by C. S. Hammond and Co., 88 Lexington Avenue, New York 16. A series of physical and political maps (43x29 inches) has been bound between heavy board covers, reinforced with metal for hanging on the wall. To hang this giant atlas on the wall it is opened like a book and suspended by metal eyelets. Upon opening the atlas, comparative physical and political maps face the class so that a study can be made of the area "as man found it" and "as he developed it." Sixteen maps in the atlas cover all parts of the world's surface. A global map for the air age is included. The complete set of 16 wall maps, bound in board covers, costs \$12.50.

The Denoyer-Geppert Company, 5235 Ravenswood Avenue, Chicago 40, now has ready for distribution a map of the Pacific Northwest. This area has been much neglected by map makers in the past and teachers should welcome this fine new physical-political map. Also on the press and soon ready for distribution by Denoyer-Geppert is a 64x44 inch map of the Pacific. This is also a physical-political map and advance news indicates that this map will be a most valuable addition to American cartography. Teachers will also be pleased to hear that a physical-political map of the USSR is now in preparation.

Pictures

In answer to several inquiries concerning the wartime availability of the excellent portfolios of historic prints distributed by the Museum of Fine Arts, Boston 15, Massachusetts, we are pleased to print the following communication from G. H. Edgell, Director of the Museum: "We have published four of our portfolios, 'Greek Athletics,' 'The French Renaissance,' 'Elizabethan England,' and 'Eighteenth Century England.' Many other sets are prepared for use in schools but have not been published. Of course,

we hope to publish them in time, but it is a very costly and elaborate business, and we shall probably not be able to do anything for the duration of the war. The price is still \$5.20 [per set]."

Many teachers have used with profit the excellent portfolios of black and white drawings on a variety of topics, published by Informative Classroom Picture Publishers, Grand Rapids 7, Michigan. All teachers will welcome the new series of portfolios on "Life in Other Lands." In each folder is a series of twelve to twenty plates of photographs or illustrations and a large pictorial map visualizing customs, clothing, food, industries, natural resources, plant and animal life, topography, and climatic regions of each country. Accompanying each picture is a full page of text providing information enriching the picture. Six of the portfolios in this series are now ready. They deal with Brazil, Mexico, Australia, Canada, South America, and India. Also in preparation are units on China, Canada, Australia, Alaska, Russia, and the Hawaiian Islands. Individual units of teaching pictures cost \$2.00; a set of ten costs \$19.50.

Radio Notes

Under the auspices of the American Medical Association a new series of programs seeking to inform listeners of notable progress in the field of medicine is being broadcast each Saturday from 4:00 to 4:30 P.M., EWT, over NBC. Called "Doctors Look Ahead" this is the tenth series of programs in which the AMA has brought recent medical discoveries before the public. The program consists of a dramatic presentation of some development in medicine, followed by an interview with a well-known physician or research authority.

Voted best among war programs in *Motion Picture Daily* poll was "The Army Hour." This program is broadcast over NBC Sundays at 3:30 P.M., EWT. It gives on-the-scene accounts of military operations.

Growing in popularity is "The Human Adventure," Mondays, 9:30, P.M., EWT, over Mutual stations. This program is broadcast in cooperation with the University of Chicago and is well worth recommending to high school students.

CBS "American School of the Air" marked its fifteenth anniversary on February 3. It is estimated that this program now reaches 117,000 classrooms, and 400 service hospitals and G.I. outposts.

A new network forum program is "Let's Face the Issue." Broadcast over the Mutual network Sundays at 3 P.M., EWT, this program invites prominent guests to discuss public issues. The first half of each program is devoted to round-table exchange of views between four participants including two members of the American Bar Association. In the second part of the program the attorneys cross-examine the two laymen to bring out pertinent and controversial points.

United Nations

The *Journal of the NEA* for January, 1945, gives the following list of sources for information about posters, radio scripts, maps, or films regarding the United Nations:

- Belgian Government Information Center, 630 Fifth Avenue, New York 20.
- British Information Services, 30 Rockefeller Plaza, New York 20.
- Consulate General of the Kingdom of Yugoslavia, 840 North Michigan Avenue, Chicago.
- Czechoslovak Information Service, 1790 Broadway, New York 19.
- East and West Association, 40 East 49th Street, New York 17.
- Friends of Denmark, 116 Broad Street, New York.
- Government of India, Information Services, 2633 Sixteenth Street, N.W., Washington.
- Greek Office of Information, 2100 Massachusetts Avenue, Washington 8.
- Netherlands Information Bureau, Netherlands Museum, Holland, Michigan.
- New Zealand Legation, Washington 8.
- Polish Information Center, 745 Fifth Avenue, New York.
- United China Relief, 1790 Broadway, New York 19.
- United Nations Information Office, 610 Fifth Avenue, New York 20.
- Wartime Information Board (Canada), 620 Fifth Avenue, New York.

Russia

An intelligent facing of the future requires that knowledge on the part of the American people concerning Soviet Russia be increased so that greater understanding and better international relations may result, according to *Building America's* current unit, "Russia," a resume of important facts about that nation both past and present. The unit is issued by the Department of Supervision and Curriculum Development of the National Education Association, 2 West 45th Street, New York 19.

Based on a number of the most reliable sources, the unit presents as objectively as possible a great deal of background information for knowledge of a country of contradictions and defects but also of many achievements. Numer-

ous maps, charts, and photographs and a simply-written text enable this unit to present a clear and vivid picture of both the old Russia and the new.

Swiftly moving sections describe the Russian people and the land in which they live, and give a concise history of life under the Tsars and the events leading up to and following the Bolshevik revolution. Briefly described are the governmental structure of the USSR, the role of the Communist Party, education, agriculture, industry, and trade under the Soviets; the achievements and failures of the five-year plans, and a description of daily living in the Soviet Union. A concluding section points out similarities between the USSR and the United States but emphasizes differences that must be understood if the cooperation established to win the war is to develop into cooperation for lasting peace. A useful "balanced" bibliography is included in the unit.

Filmstrips

Stillfilm Inc., 8443 Melrose Avenue, Hollywood 46, California, offers 15 reels of 35-mm. filmstrips on transportation at the low cost of \$14.50. The strips deal with a history of transportation in the United States and transportation in foreign lands.

The Polish Information Center, 745 Fifth Avenue, New York 22, has prepared a set of 5 filmstrips, a teachers' manual, and an illustrated chart on Poland. The subject matter of the filmstrips comprises: "Poland—The Land and Its Products," "The People of Poland," "The History of Poland," "Poland's Culture, Customs, and Traditions," "Poland at War." This interesting and attractive educational material is being offered to teachers at \$3.00 for the set.

Free and Inexpensive Teaching Materials

Each month the School Service, Westinghouse Electric and Manufacturing Co., Pittsburgh 30, offers teachers a picture story poster for the classroom. This month "The Miracle of X-Rays," tracing the history of the X-ray may be had for 10 cents which covers the cost of mailing.

General Motors Corporation, Department of Public Relations, Detroit 2, Michigan, will send upon request a poster showing methods of testing mechanical equipment for our Army.

Recently we received a copy of a picture poster entitled "Shoes Thru the Ages." It is well worth

having. It illustrates the footwear of people from primitive time to the present. The Peters Shoe Company, 1505 Washington Avenue, St. Louis 3, will send a copy upon request.

Another good historical wall display is "Highway Transportation on Parade," a full-color picturization of transportation from the chariot to the modern bus. A copy costs 10 cents from Greyhound Information Center, 113 St. Clair Avenue, N.E., Cleveland 4.

There are several inexpensive kits available for teaching facts about rayon. The American Viscose Corp., 350 Fifth Avenue, New York, has a set of materials on the acetate process including samples, blackboard photos, and fabric swatches for 50 cents. The Rayon Division of E. I. DuPont de Nemours and Co., 350 Fifth Avenue, New York, will send a well chart, teacher's handbook, and student booklets free.

Records and Transcriptions

A booklet suggesting new uses for sound systems has been published by Stromberg-Carlson, 100 Carlson Road, Rochester, New York. This booklet, "The Sound System in Education," suggests various uses of records, pupil broadcasts, and the like. Copies of the booklet are free.

Helpful Articles

Barton, Thomas F. "Teaching Geography with Globes," *Education*, LXV:312-315, January, 1945. Some standards for globes with suggestions for use on the various school levels.

Gregory, Gardiner. "Visual Education," *The Grade Teacher*, LXII:18-19, 65, February, 1945. A general introduction to the value of visual aids.

Kihn, W. L. "Totem-pole Builders," *National Geographic Magazine*, LXXXVII:33-48, January, 1945. Sixteen paintings on the Northwestern Indians.

Sams, Oscar E. "We Learn About South America," *Nation's Schools*, XXXV:50, January, 1945. A summary of the motion picture project of the U.S. Office of the Coordinator of Inter-American Affairs.

Schneider, David. "A Seed Takes Root," *Nation's Schools*, XXXV:52-54, January, 1945. The effective use of motion pictures for promoting better understanding among the peoples of the Americas.

"The Western States," *Fortune*, XXXI, February, 1945. Entire issue deals with the western part of the United States. Full page maps, pictures, graphs.

Tripp, Royden M. "An Audio-Visual Program for Assembly," *Educational Screen*, XXIII:424-425, December, 1944. A junior high school stimulates interest in audio-visual aids by an assembly program.

Wentworth, Eunice. "Uncle Sam's Party," *The Grade Teacher*, LXII:40, February, 1945. A colorful patriotic playlet.

Yuill, Louise Dunlop. "The Case for the Comics," *School Executive*, LXIV:42-44, December, 1944. A survey of the "comic books" and an appeal to use this technique in education.

Book Reviews

EDUCATION FOR *All American Youth*. By the Educational Policies Commission. Washington: National Education Association, 1944. Pp. ix, 421. \$1.00.

This book is the most important educational document that is likely to appear in our generation. America's future demands that it be read by teachers, school administrators, local board of education members, prospective teachers, and legislators in every American community large and small—and by thousands of business men and women, labor leaders, social workers, clergymen, military officials, and other non-school professional people. At least a million copies of this historic volume should be in widespread circulation within the year. If you can't buy a copy, don't hesitate to beg or borrow one. This is a book that is destined to make educational history.

No brief review can do justice to either the educational scope or the literary style of this publication. Here is a forthright answer to those less patient members of our profession who for years have criticized the Educational Policies Commission for stressing fundamental principles of education and failing to produce a practical, detailed, down-to-earth blueprint for immediate action. Now the ultimate wisdom of the Commission's total program becomes apparent to all. Having profoundly influenced school people's thinking for nearly a decade through cumulative emphasis upon basic principles and broad orientation (*Unique Function of Education in American Democracy, Purposes of Education in American Democracy, Structure and Administration of Education in American Democracy, Education and Economic Well Being in American Democracy, Education of Free Men in American Democracy, Learning the Ways of Democracy*) the Commission now wisely becomes specific: in *Education for All American Youth* it presents a detailed and comprehensive plan showing how America's 30,000 high schools and junior colleges can be transformed in purpose and program so as to provide adequate educational services which will actually meet the basic needs and capitalize the varied abilities of *all* American youth. Disclaiming "blueprints" but presenting "samples," the Commission boldly describes in detail the

kinds of life-centered secondary schools it asserts must be everywhere developed immediately if postwar youth needs are to be met, and if federal control and management of secondary education is to be avoided in this nation.

Three concrete case descriptions are presented—the secondary schools of Farmville and of American City, and the comprehensive youth education programs of Columbia, the state in which these functional, community schools are presumably located. To make and keep the picture vivid, the three school systems are described as though by a keen observer writing five years after the present war ends. A final chapter tells how the new schools were (*can be!*) brought into being by an awakened educational profession, working intelligently and cooperatively through its state education associations, state and local educational officials, secondary-school staffs, and teacher-educating institutions.

Of all American citizens our Policies Commission would insistently inquire: "Shall we, with the highest per capita income of any nation in all history, use our increased wealth to feed, clothe, and house the adults in comparative luxury and neglect to spend any of our increase for the improvement of the education of our children and our youth?" And to all American teachers the Commission emphatically declares that "if the American system of education based on local control and initiative is worth saving, we must begin to save it now. We cannot successfully improvise a program when the war is over. We must plan and act at once or never. If we say to the challenge of the present moment 'Not yet,' we shall be obliged to say at some future time 'It is too late now.'"

Education for every American youth is every American's business. May this unique volume deeply stir *your* interest and activity in the imperative reconstruction of American secondary education!

EDWARD G. OLSEN

Russell Sage College

TOWARD A NEW CURRICULUM. 1944 Yearbook of the Department of Supervision and Curriculum Development, National Education Association.

ciation. Washington: National Education Association, 1944. Pp. iv, 192. \$2.00.

In the postwar years the curriculum will be vastly expanded beyond the limits of the conventional program. Today few will contend that the concerns and tendencies of youth can be fully respected within the four walls of a classroom or even the confines of a school building. Indeed, some schools in recent years have accepted responsibilities which involve teachers and students in activities transcending the prevailing extracurricular program as well as classroom instruction. They have extended their programs into such areas as camping, community service, adult education, work, and preschool education. These adventures of the school were accentuated first by the critical plight of youth in the depression years and more recently by the demands of the war. The present Yearbook is based upon a collection of examples of these innovations from a number of schools throughout the nation. It presents abbreviated accounts of these newer practices slightly tinged here and there with theoretical notions underlying them.

In *Toward a New Curriculum* one will find instructive chapters on what schools are doing and might do to develop camping as a part of their program, with summer programs and "after school" activities, nursery schools and day care for children, work as an educative activity, services to the community by youth, and programs of personal living. Not the least significant is the chapter devoted to examples of community cooperation in working out ways of handling problems involving youth and adults.

The reader will find no discussion of needed changes in the conventional curriculum. Indeed, one of the weaknesses of the Yearbook noted by two critics who were invited to make comments, is that no connections are made between the conventional program and these innovations. One is left to wonder what changes might be made in the method and content of the present curriculum if these newer practices became an integral part of it.

The most serious criticism of the practices presented in the Yearbook is the neglect of their conceptual basis. While they are offered as exemplifications of the moral principles of democracy, they reduce learning largely to the level of practical experience. No one can deny the experiential basis of learning, nor the fact that it has generally been neglected. But it must be added that the social confusions and conflicts

which now afflict the nation and the world arise as much from conceptual confusion at the level of moral principles as from lack of first-hand experience in working out ways of dealing with social conflicts. Failure to deal effectively with concepts can be as unfortunate as the neglect of practical experience. If these curricular extensions are fully exploited for their educative value, it will be found that they are much more than they are made to appear in the Yearbook. They will be seen as phases of the processes of social judgment, discipline in which is now so desperately needed. Failure to see and to use the potentialities of these innovations for the development of this social discipline will rob them of their fullest social and educational values.

B. OTHANEL SMITH

University of Illinois

EDUCATION AND SOCIETY. By members of the faculties of the University of California. Berkeley and Los Angeles: University of California Press, 1944. Pp. vii, 196. \$2.50.

Seventeen University of California professors of education have here "undertaken to bring together the results of their studies of the educational system of the commonwealth," and to publish these findings in commemoration of the seventy-fifth anniversary of the University's founding. The result is thirteen separate essays on educational history, the significance of education in the modern world, the relation of education to concepts of human nature, the contributions of research to various fields of study, the role of laboratory techniques in diagnosing and solving learning problems, procedures in locating educational leaders, special education for handicapped children, modern approaches to the three R's, the changing high school, the community junior college, work education, supervision of instruction, and school finance. Most of these chapters are oriented around public school education in California, yet at the same time nicely reflect American educational developments generally.

As one might expect, these diverse chapters vary considerably in approach, style, and merit. Some are merely summaries of elementary ideas or findings, others are more analytical and evaluative, and a few are really vital in both content and literary style. All, however, are definitely readable, and the volume as a whole presents a concise and informative picture of public edu-

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The Development of America

Fremont P. Wirth

*Professor of History
George Peabody College for Teachers*

This complete program in American history preserves the values of a chronological arrangement in an organization which also uses topical units. Emphasis is placed on the social, economic, and political development of America. Recent Events, an annual pamphlet, keeps this history up-to-date. Problems, projects, maps, charts, and other teaching aids are a part of the text. The workbook suggests activities for motivation and interest. It can be used to broaden other texts. Teaching aids are abundant. 868 pp., \$2.40.

Across the Ages

The Story of Man's Progress

Louise I. Capen

*Head of Social Science Department
Barringer High School, Newark, N.J.*

This human history of mankind emphasizes the development of factors which have a direct bearing on civilization as we know it today. The story of agriculture, law, government, fine arts, religion, etc. is told simply and clearly with America as the ultimate focal point. Geographic factors are treated in relation to their effect on mankind. Current World Events, an annual pamphlet, brings this world history up-to-date. 15 time-line charts in the workbook provide dates and events from prehistoric times. 896 pp., \$2.40.

American Book Company

cation as it has developed and now operates in one of our foremost American states. Yet one wishes that the authors as a group had been a trifle more critical of actual practices in the schools. There is some tendency in this volume to describe superior teaching procedures which are demonstrably desirable (because based on research, for example), and then to assume too easily that because such procedure are superior, they are already in general practice. The latter may often be true, but even in California there is always a considerable time lag between validation of a policy or program and its general acceptance in widespread daily practice.

This book should prove especially attractive to California laymen interested in the public schools of that state, and desiring concise overview of trends in school education as it has developed out of the past into the present, and as it now moves forward into the future. Unfortunately, there is no index.

EDWARD G. OLSEN

Russell Sage College

THE GROWTH OF THE AMERICAN ECONOMY: AN INTRODUCTION TO THE ECONOMIC HISTORY OF THE UNITED STATES. Edited by Harold F. Williamson. New York: Prentice-Hall, 1944. Pp. xiii, 804. \$4.00.

This is an important book, with definite utility for teachers of the social studies in the high schools as well as for college and university instructors and students. It presents a comprehensive treatment of American economic history from the viewpoint of the economist, with all the appreciation of the evolution, functioning, and problems of economic institutions and policy that this implies. Furthermore, it is the cooperative product of twenty-five specialists whose work has been carefully edited by Professor Williamson, himself a contributor to the text, an economist of proven capacity, and the biographer of an important figure in American business history. Most of the contributors are economists and economic historians. A few are specialists in American history. The result is an especially well-informed discussion of economic development in the United States up to the mid-1930's. In it the basic problems affecting eco-

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nomic life, the functioning of institutions, and the role of entrepreneurs are analyzed and told with clarity and cumulative effect. This institutional approach frees the discussion from excessive dependence upon the framework of political history. It offers, also, a much needed corrective for the muck-raking viewpoint that has been overdeveloped by some historians and teachers of the problems of democracy, since the pathological and more normal aspects of business development and administration are described in balanced perspective.

On the other hand, readers will regret the almost total exclusion of American economic thought from the discussion, and the failure to depict the extent to which the United States has been a borrower from or a contributor to the agricultural, industrial, financial, and organizational technique and economic thought of Great Britain and western Europe. In this last respect, however, the authors fall into the usual error of regarding American development after 1776 as having been largely autonomous. The failure to discuss changing economic theory as such will hardly assist students to a full appreciation of the theoretical basis of the contributors' own

discussion of such controversial topics as industrial concentration, anti-trust law enforcement, and the role of the investment banker in a corporate economy. For the more recent period, also, a summary presentation of the cumulative effects upon the business system of industrial developments, changes in organization and management practice, international finance, trade, and cartel arrangements, and government policy would have left the reader with a clearer picture of the present character and world importance of the American economy.

The book is developed topically within certain broad chronological periods which culminate with appraisals of the overall functioning of the economy during the epochs discussed. Some 320 pages are devoted to the period before 1860, eighty of which discuss the colonial period adequately under such topics as "European Investment of Capital and Labor," "The Organization of Production," and "Colonial Commerce and Commercial Regulation." The remainder of this space, in some eleven and a half chapters, develops with skill the growing complexity of the economic system during the great age of commercial capitalism in the United States (1789-1860) with emphasis upon agriculture, foreign trade, transportation, manufacturing, banking, capital investment, and business organization. In terms of overall coverage and the production of a final integrated picture, the treatment of economic developments since the Civil War is least satisfactory, although it is treated in sixteen chapters of over 400 pages.

A certain disproportion results from topical assignments and there are some notable omissions. It is hard to justify a full chapter on the "Great Plains" after others on "Western Expansion since the Homestead Act" and "Agricultural Regionalism." The development of the light and alloy metals, of the automobile, petroleum, textiles, rubber, and chemical industries, and of the entire system of distribution save for transportation are omitted completely, together with such important subjects as trade associations and the growing interaction of business and government. On the other hand, the discussion of the location of economic activity, heavy industry, mass production, transportation, foreign trade, banking and investment, organized labor, and public finance is particularly valuable and the problems of corporate integration and business management are well presented. Limited largely to the fields named, the treatment of the modern period throws much incidental

light upon the general character and functioning of the national economy.

CHESTER MCA. DESTLER

Connecticut College

CONSERVATION OF NATURAL RESOURCES. North Central Association of Colleges and Secondary Schools Unit Studies in American Problems. By Conway L. Rhyne and Ellsworth E. Lory. Boston: Ginn, 1944. Pp. viii, 110. 68 cents.

Vital problems such as conservation of natural resources have long suffered in their treatment in our secondary schools because of the scattered nature of the available literature. Government reports, bulletins by conservation organizations, pictures from various sources, and other related material have been available in abundance, but the gathering and organization of this material for student reading have become more and more of a herculean task as the literature mounted. The conventional textbook for the "problems" course could devote an all too brief space to this type of problem and could ill afford the number of illustrations so vital to conservation concepts. The answer, in the minds of many teachers, lay in a brief, well organized, well

illustrated unit text priced within the range of the social studies budget.

In *Conservation of Natural Resources* Messrs. Rhyne and Lory have produced a text which serves admirably the needs of secondary school social studies teachers. Here, in compact form, is a wealth of information concerning the nature of our resources, their protection, preservation, replenishment and wise use. The seven chapters cover "The Scope and Significance of Conservation"; "Soil, The Indispensable Resource"; "Water, The Inexhaustible Resource"; "Forests, The Renewable Resource"; "Wildlife, The Manageable Resource"; "Minerals, The Non-Renewable Resource"; and "Vocational Opportunities in Conservation."

One of the unique features of this unit is the way in which the material is personalized by giving attention to what individuals can do to aid in conservation. The projects included further make conservation the individual responsibility of the students by suggestions which enable the student to relate his learning to his own community. The bibliographies are, for the most part, well annotated and assist the students in finding further information on topics which particularly interest them. The friendly, informal style makes for smooth and interesting reading

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which should appeal to high school students.

The unit is exceptionally well illustrated with pictures, charts, and maps. The pictures are clear, pertinent, and large enough to show detail—most of the pictures are half page and many run full page in size. The illustrations are well placed in relation to the text with two exceptions; the pictures dealing with wildlife are placed in the chapter under minerals and those dealing with minerals are placed under wildlife.

The up-to-date nature of the information, the logical organization, the pleasant style, and the effective illustrations, as well as the moderate cost of this unit text should make it a welcome addition to the teaching tools which will help students to gain an appreciation of the magnitude and pressing nature of the conservation problems.

WILLIAM H. HARTLEY

State Teachers College
Towson, Maryland

VAST HORIZONS. By Mary Seymour Lucas. New York: Viking, 1943. Pp. 291. \$3.00.

Vast Horizons, by Mary Lucas, will be appreciated by all history and social studies teachers who believe that the past is brimful of interest to the present, as well as by the student (high school and college), and many laymen. It is the story, from the time of the Crusades to 1700, of men who were no longer content with the few products of Western Europe available for trading; men who believed themselves to be agents of God spreading Christianity; men who refused to accept the rise in prices brought about by the Turkish Conquest; men whose desire for profits was greater than their fear of unknown terrors that lay just beyond the horizon.

Miss Lucas has included a number of colorful maps showing old, new, and newer trade routes; also charts, pictures, and other illustrative material which is very helpful to the teacher. But one of the most fascinating features of this book is the folk songs and music which have been included—"Crusader's Song"; "On the Death of a Favorite Horse" (Mongolian); "The Fisherman" (Portuguese); "Congo Boat Launching."

In describing the rise of the Mongols, Miss Lucas has included a wealth of detail about their homes, food, and customs. She has quoted copiously from Marco Polo on buildings and ceremonies; from Azurara on a very early slave sale; from Gomez on the death of the "Infant Henry." In fact, the interesting character of selections

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ETELKA HOLT
State Teachers College
Pittsburg, Kansas

quoted from source material cannot help but spur the teacher on to find more sources to use in teaching.

One of the recurring themes in *Vast Horizons* is the medieval search for Prester John. Prester John was (probably) a folklore character who was both a devout Christian and a wealthy Prince, whose kingdom was "Somewhere" beyond the known horizon. He was believed in for centuries, and explorers sought for him in North Central Asia after they had fulfilled other duties; in Southern Africa, in Ethiopia, and even made inquiries for him in India.

Vast Horizons gives a truly glamorous picture of the Commercial Revolution and, while it dwarfs the importance of discoveries in this hemisphere, it brings the discoveries in Africa and Asia into a much better focus than has been done hitherto. Miss Lucas is to be congratulated on her work, and the Viking Press is to be praised for having published the book with its attractively presented illustrative material.

MARTHA A. EGELSTON

New York State College for Teachers
Albany

OUR GLOBAL WORLD: A BRIEF GEOGRAPHY FOR THE AIR AGE. By Grace Croyle Hankins. New York: Gregg, 1944. Pp. iv, 89. \$1.32.

In the preface to this volume, the author states that we must adjust our feelings, our understandings, and our knowledges of global living. To meet this need, a knowledge of global geography is necessary. Therefore, the selection of topics includes the broader phases of geography that are expected to contribute an understanding of world relationships. Except for some confusion in ideas that arises from the wording and implications of some of the content, the chapters highlight well chosen topics and significant ideas

The first chapter on "The Global World" is followed by chapters on "Maps," "Topography," "Natural Regions," "Climate and Weather," "Natural Resources," "Population," and "Economic Development." Obviously the author has attempted to encompass a large field of content in the limited number of pages in the volume. As a result, the textual material is so condensed that the brevity of many of the statements will require explanation and additional reading.

There are more than 125 up-to-date illustrations of which more than one-half are pictures of good geographic quality. Over 30 maps and diagrams are included. Questions and reading lists for each chapter are found at the conclusion. The reference lists on maps and topography might well be enriched with recent and helpful books. The basis on which the data in the tables on physical features was selected is puzzling. One wonders what value there is in listing more than 200 of the world's principal mountain peaks.

One illustration of the omission of content is the limitation of the discussion of scale of miles to the statement scale whereas the graphic and fractional scales will be found on the maps used in the classroom. The chapter on "Climate and Weather" contains the oft-misrepresented idea that climatic zones are "shown on a globe marked off by concentric circles around the earth, north and south of the equator," whereas the circles and tropics actually mark off zones of light and sun behavior. Other illustrations of the confusion in the meaning of terms and the understanding of concepts are to be found.

This volume will fill the need for a brief course in many junior-senior high schools. It is hoped that the teachers who use this book will be sufficiently informed to interpret and explain away the difficulties that are found.

M. MELVINA SVEC

State Teachers College
Buffalo, New York

HOME GEOGRAPHY. By Edwin H. Reeder and George T. Renner. New York: American Book, 1944. Pp. 232. \$1.36.

OUR HOME AND OUR WORLD. By Ella H. Hay and Dessalee Ryan Dudley. Chicago: Beckley-Cardy, 1943. Pp. viii, 263. \$1.12.

These two books were written for the same general purpose—to provide children at the primary level, through specific school experiences, with many of those things with which they come in contact in everyday living. Both books are

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profusely illustrated with many excellent photographs, have simple sentence structure, and have very fine mechanical make-up.

Home Geography is the first book of a new geography series and, according to the authors, was written as a basal book upon which larger concepts of geography are built. The text is divided into five parts—The School, Outdoors Around the School, Models and Maps, What Is a Community? and How Planning Improves a Community. In connection with these topics the child is introduced to an enormous number of concepts, some of natural features and conditions and some of cultural features and activities. The authors seem to have tried to cover everything that may later be helpful in gaining geographic understandings of regions of the world. Many of the things suggested are far too difficult for children in the third grade to comprehend. The great mass of ideas is confusing and one wonders how a third grade teacher could use the material, as organized, effectively. The pictures are in no way tied into the text and no activities are provided which assure their use. The colored pictures attract attention but one is concerned about the accuracy of the artist's conception of activities portrayed.

Our Home and Our World is concerned mainly with concepts of rural and city life that have to do with food, shelter, clothing, transportation, and communication. There are stories about "A Trip to the Dairy," "Sweets on the Farm," "The Four Seasons," "The Sheep's Wool," "Building Today's House," "How People Send Messages," and many others that are interestingly told and are within the comprehension and experiences of third grade children. The conversation method of presentation adds to the ease of reading the material. Suggestions for activities are provided and from these the teacher may select those that suit the needs of the class. Although there are a great many concepts presented, they do not seem too difficult for the third grade child and should be a help in gaining geographic understandings of specific regions later.

The introduction of the map is unfortunate in both books for there is not sufficient need to warrant the use of maps at this level.

EDNA E. EISEN

Kent State University

AMERICAN GOVERNMENT AND POLITICS. By Charles A. Beard, with the assistance of William Beard and Wilfred E. Binkley. New York: Macmillan, 1944. Ninth edition. Pp. viii, 872. \$4.00.

It is now thirty-four years—a whole generation—since the first edition of Beard. When a textbook reaches that age, appears in its ninth edition, and has attained a sale of 200,000 copies, it needs no extended notice from a reviewer. It was the sound postulate of Professor Beard in preparing his new edition that a mere description of the details of machinery and procedure is particularly insufficient as an introduction to government in a time of rapid change, when what is novel today will so often be obsolete tomorrow, and when the great question facing the student is the future of constitutional government itself. Therefore he has sought to emphasize first principles and the stresses and strains that test our institutions. A good many pages have been revised in the light of this idea. In addition, a new chapter, entitled "Quest for Efficiency and Responsibility in Government," discusses the shifting balance between Executive, Legislative, and Judiciary in recent years and

some of the problems and proposals that have been produced thereby.

For the rest, the ninth edition is not very different, except for being brought up to date, from its predecessors. Something over one half of the book is devoted to national government, the rest to state and local. The chapter on "American Foreign Policies" gives a balanced exposition of that topic under four heads: Continentalism, Hemispheric Security, Imperial Expansion, Collective Security. It is well known that Mr. Beard has some decided opinions (with which the reviewer is in hearty disagreement) on foreign policy, but he very properly does not seek to weight them in these pages.

The conventions of textbook writing, however, have never had the paralyzing effect on Mr. Beard that is sometimes apparent in others. There are still displayed here the supple style, the insight into the nature and problems of politics, the sturdy pride of country that have always characterized his writings. This book offers a chance to introduce students to American Government by bringing them into contact with a really first-rate mind, the dean of American political scientists.

T. P. PEARDON

Barnard College

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